

The Commonwealth of Massachusetts Department of Education

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May 3, 2007



Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

Dear Dr. Lyles:

Enclosed is a hard copy of the Perkins IV One-Year Transition Local Plan. An electronic copy was emailed to Perkins2007@ed.gov.

Also enclosed:

- Carl D. Perkins Career and Technical Education Improvement Act of 2006 One-Year Transition Local Plan Package - Secondary Level - for School Year 2007-2008 (Fiscal Year 2008)
- Carl D. Perkins Career and Technical Education Improvement Act of 2006 One-Year Transition Local Plan Package for Public Two-Year Colleges School Year 2007-2008 (Fiscal Year 2008)
- Request for Proposals titled "Perkins IV Tech-Prep Transition 2007-2008."
- Tech-Prep Scoring Rubric for Proposals
- EDGAR Certifications and other Assurances

If you have any questions or concerns, please contact me at (781) 338-3955 or JWheeler@doe.mass.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey Wheeler".

Jeffrey Wheeler
State Director of Career/Vocational Technical Education

enclosures

**U. S. Massachusetts Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Massachusetts

**Eligible Agency Submitting Plan on Behalf of State:
Massachusetts Department of Education**

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

Signature:  _____

Name: Jeffrey Wheeler

Position: State Director of Career/Vocational Technical Education

Telephone: (781) 338-3955

Email: JWheeler@doe.mass.edu

Type of State Plan Submission (check *all* that apply):

6-Year

X 1-Year Transition

X Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

X Title I and Title II

PART A: STATE PLAN NARRATIVE

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

2. Description of the Career and Technical Education Activities to be Assisted that are Designed to Meet or Exceed Massachusetts' Adjusted Levels of Performance.

Response:

(a) The Massachusetts Department of Education-Career/Vocational Technical Education unit will provide during Perkins IV, for the 43 Massachusetts Vocational Technical Education Frameworks adopted in June 2006 for use in career and technical education programs to serve as the basis for career and technical education programs of study, that may be adopted by eligible recipients in Massachusetts. The Vocational Technical Education Frameworks are based on all aspects of the industry with Strand One being Safety and Health knowledge and skills; Strand Two being Technical knowledge and skills; Strand Three being embedded academic knowledge and skills (from the Massachusetts Curriculum Frameworks for academic subjects; Strand Four being employability knowledge and skills; Strand Five being management and entrepreneurship knowledge and skills and Strand Six being technological knowledge and skills. The Frameworks were recently validated by business, industry and postsecondary education institutions including registered apprenticeship programs and resulted in the Frameworks being identified as preparing students including special populations, academically and technically for opportunities in postsecondary education including registered apprenticeship programs and entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations.

Noteworthy is the fact that the Massachusetts Department of Education, with State funds appropriated by the Massachusetts Legislature, is developing a sophisticated state-of-the-art web-based online competency tracking system secured through the Massachusetts Department of Education's Security Portal to be used by eligible secondary recipients. The competency tracking system to be known as the "Massachusetts Career/Vocational Technical Competency Tracking System" includes the knowledge and skills in the 43 Massachusetts Vocational Technical Education Frameworks. The system will provide the opportunity for eligible recipients to track student progress, as well as generate reports and use data collection and analysis to improve career and technical education programs.

(a-i) The Vocational Technical Education Frameworks incorporate secondary level education and postsecondary level education elements. Prior to adoption, faculty in Massachusetts' public two-year colleges validated the Vocational Technical Education Frameworks in order to ensure a transition from career and technical education programs on the secondary level to career and technical education programs and registered apprenticeship programs on the postsecondary level.

(a-ii) The Vocational Technical Education Frameworks include coherent and rigorous content aligned with challenging academic standards in the Massachusetts Curriculum Frameworks, and relevant health & safety, technical, employability, management & entrepreneurship, and technological content. The Vocational Technical Education

Frameworks may be adapted into coordinated, non-duplicative progression of courses. Such courses would align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education including registered apprenticeship programs.

(a-iii) The Vocational Technical Education Frameworks provide for the opportunity for secondary education students to participate in dual or concurrent enrollment programs, including pre-registered apprenticeship programs or other ways to acquire postsecondary education credits. Having State Frameworks that are used in career and technical education programs across Massachusetts provides for the opportunity to develop statewide articulation agreements that may be used seamlessly from high school to college and registered apprenticeship programs, thus enhancing the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and advanced standing in registered apprenticeship programs.

(a-iv) The Vocational Technical Education Frameworks were recently validated by business, industry and postsecondary education institutions including registered apprenticeship programs and resulted in the Frameworks being identified as leading to an industry-recognized credential in career and technical education programs that have an associated industry-recognized such as Agricultural Mechanics (Chapter 74 Certificate), Animal Science (Chapter 74 Certificate), Automotive Technology (ASE Refrigerant Certification (ASER) (National Automotive Technicians Education Foundation [NATEF] and National Institute for Automotive Service Excellence [ASE] Certification (NATEF/ASE)) (Chapter 74 Certificate), Automotive Collision Repair & Refinishing (National Automotive Technicians Education Foundation [NATEF] and National Institute for Automotive Service Excellence [ASE] Certification (NATEF/ASE)) (Chapter 74 Certificate), Biotechnology (Chapter 74 Certificate), Cabinetmaking (Chapter 74 Certificate), Carpentry (OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)) (Chapter 74 Certificate), Cosmetology (Chapter 74 Certificate), Culinary Arts (Barcode Cert. (Mass Restaurant Association)) (National Restaurant Association ProStart Certification (PROST)) (National Restaurant Association ServSafe Certification (SESAFE)) (Chapter 74 Certificate), Dental Assisting (American Heart Association - Choke Saving) (American Red Cross CPR Certification (ACPR) (Commonwealth of MA Radiation Certification (MARAD) (Dental Assistant National Board Certification in Infection Control (DANBIN) (Dental Assistant National Board Certification in Radiation Health & Safety (DANBRA)) (Chapter 74 Certificate), Early Education and Care (Chapter 74 Certificate), Diesel Technology (Chapter 74 Certificate), Drafting (Chapter 74 Certificate), Electricity (OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)) (Chapter 74 Certificate), Design & Visual Communications (Chapter 74 Certificate), Electronics (Chapter 74 Certificate), Engineering Technology (Chapter 74 Certificate), Environmental Science & Technology (OSHA Hazardous Waste Operation Training Cert. [HZMAT] – 8 Hrs Refresher (OSHA HZMAT 8)) (Chapter 74 Certificate), Fashion Technology (), Facilities Management (Chapter 74 Certificate), Graphic Communications, Heating-Ventilation-Air Conditioning-Refrigeration (A+ HVRAC Certification (A+) (ASE Refrigerant Certification (ASER)) (EPA 608 Refrigerant Certification (EPA608))

(Chapter 74 Certificate), Health Assisting (American Heart Association - Choke Saving) (American Red Cross First Aid (FirstAid)) (American Red Cross CPR Certification (ACPR)) (Electronic Imaging Certification (EIC)) (Emergency Medical Technician (EMT)) (Home Health Aid (HHA)) (Chapter 74 Certificate), Horticulture (Pesticide Applicator Certificate (PAC)) (Chapter 74 Certificate), Hospitality Management (National Restaurant Association ProStart Certification (PROST)) (National Restaurant Association ServSafe Certification (SESAFE)) (Chapter 74 Certificate), Information Support Services & Networking (Cisco Certified Network Associate (CCNA) (C-Tech Certification Network Specialist (C-Tech) (Chapter 74 Certificate), Machine Tool Technology (Chapter 74 Certificate), Major Appliance Installation/Repairing (Chapter 74 Certificate), Marketing (Chapter 74 Certificate), Marine Service Technology (), Masonry & Tile setting (Chapter 74 Certificate), Medical Assisting (Chapter 74 Certificate), Metal Fabrication & Joining Technologies (National Institute for Metalworking Skills (NIMS)) (Chapter 74 Certificate), Office Technology (Microsoft User Specialist Certification (MOUSC)) (Chapter 74 Certificate), Painting & Design Technologies (Chapter 74 Certificate), Plumbing (OSHA Construction, Safety & Health - 10 Hrs (OSHA C10)) (Chapter 74 Certificate), Power Equipment Technology (Chapter 74 Certificate), Programming & Web Development (Novell CAN Certification) (Chapter 74 Certificate), Radio & Television Broadcasting (Chapter 74 Certificate), Robotics and Automation Technology (), Sheet Metalworking (Chapter 74 Certificate), Stationary Engineering (Chapter 74 Certificate), Telecommunications - Fiber Optics (Chapter 74 Certificate).

The Vocational Technical Education Frameworks will lead to a postsecondary certificate, journey worker status, associate or baccalaureate degree in career and technical education programs through the development and implementation of transition services and activities such as college placement testing (CPT), remedial work and college advising while students are enrolled in high school that will provide for seamless transition from high school to college and registered apprenticeship programs.

(b) During Perkins IV, the Massachusetts Department of Education-Career/Vocational Technical Education unit in consultation with eligible recipients will develop and implement career and technical education programs of study described in (a) above using the following process:

The Department of Education-Career/Vocational Technical Education unit will consult with eligible recipients by creating a subcommittee of the Massachusetts Career/Vocational Technical Education Advisory Committee to advise the Department on the development and implementation of career and technical programs of study based on the Vocational Technical Education Frameworks.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will develop a process for alerting eligible recipients to the availability of the Vocational Technical Education Frameworks for implementation in their programs.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will advise eligible recipients of the applicability of the Vocational

Technical Education Frameworks to their existing career and technical education programs.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will provide technical assistance concerning cross-walking the knowledge and skill standards contained in the Vocational Technical Education Frameworks to the knowledge and skill standards in their existing career and technical education programs.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will provide professional development on developing course syllabi for each career and technical education program of study.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will provide professional development on developing lesson plans for each career and technical education program of study.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will provide professional development consistent with the requirements in the Act, on developing Career Plans with and for each student enrolled in career and technical education programs of study. It is important to note that the Massachusetts Department of Education-Career/Vocational Technical Education unit requires that each eligible recipient that develops and submits a Local Plan submit an annual Local Plan Update in order to access Perkins allocation funds each year. Eligible recipients are directed to use their Perkins Core Indicator data to evaluate previous strategies and develop plans to improve career and technical education programs in relation to Core Indicator outcomes. The requirement for the submission of an annual Local Plan Update will be enhanced for Perkins IV. The first Local Plan Update will be due for program year 2009-2010 whereas the Perkins IV One-Year Transition Local Plan will be for program year 2007-2008 and the Perkins IV Five-Year Local Plan will be for program year 2008-2009 and beyond. The Local Plan Updates for Perkins IV will include comprehensive requirements designed not only to update the Perkins IV Five-Year Plan but also gather new information as Perkins IV unfolds.

(c) The Massachusetts Department of Education-Career/Vocational Technical Education unit will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions including registered apprenticeship programs by creating a subcommittee of the Massachusetts Career/Vocational Technical Education Advisory Committee to promote the development and implementation of articulation agreements between secondary education and postsecondary education institutions including registered apprenticeship programs. The Department of Education-Career/Vocational Technical Education unit will, for the Five-Year State Plan, upon consultation with the subcommittee, the entire Massachusetts Career/Vocational Technical Education Advisory Committee and ultimately all interested parties through the public hearing process consider a major revamping of Tech-Prep so that one consortium is based at each of the 15 community colleges in Massachusetts and that each eligible secondary recipient has a community

college partner. It is anticipated that such revamping will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions including registered apprenticeship programs. It is important to note that the Perkins IV One-Year Transition Local Plan that is required to be submitted by eligible recipients in Massachusetts requires a submission of an articulation agreement inventory in order for the Massachusetts Department of Education-Career/Vocational Technical Education unit to establish a “baseline” for articulation agreements that are a written commitment that are approved annually by the lead administrators of secondary institutions and a postsecondary educational institution and as applicable a registered apprenticeship program, or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution.

With subcommittee input, the Department of Education-Career/Vocational Technical Education unit will provide professional development consistent with the requirements in Perkins IV on developing and implementing articulation agreements between secondary education and postsecondary education institutions including registered apprenticeship programs.

(d) The Massachusetts Department of Education-Career/Vocational Technical Education unit will assist eligible recipients at the secondary level to make available information about the career and technical programs they offer by partnering with organizations such as the Workforce Investment Boards, Regional Employment Boards, Massachusetts Association of School Superintendents, the Massachusetts Association of Vocational Administrators and the Massachusetts Association of School Counselors, Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL), to disseminate information on career and technical education programs statewide.

(e) Eligible recipients in Massachusetts, will develop, improve, and expand access to appropriate technology in their secondary and postsecondary career and technical education programs through the use of a percentage of their Perkins allocation funds a set aside for developing, improving, and expanding the use of technology in their secondary and postsecondary career and technical education programs. This set aside provision will be proposed by the Massachusetts Department of Education of Education-Career/Vocational Technical Education unit through the Perkins IV Five-Year State Plan process that includes public hearings.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will drive the use the a sophisticated state-of-the-art web-based online competency tracking system being developed with State funds as described in Section II. A. 2. (a) above. The competency tracking system will be known as the “Massachusetts Career/Vocational Technical Competency Tracking System.” In addition, the Massachusetts Department of Education-Career/Vocational Technical Education unit will drive the “written” assessment for the Certificate of Occupational Proficiency is being developed for online administration during Perkins IV.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will continue to assist during Perkins IV, in the upgrading of the online *Educator Licensure and Recruitment System (ELAR)* so that it is fully utilizable by eligible recipients for career and technical education. The web-based online system provides for online educator licensure, license renewal, and job and resume posting and provides for eligible recipients to enter their staff information online in a staff register, facilitating the Department's monitoring of licensure status to ensure that educators are working in appropriately licensed areas. The staff register is also used to contact eligible recipient staff regarding professional development opportunities.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will, during Perkins IV, support the *Massachusetts Online Network for Education (MassONE)*. Through *MassONE*, teachers, students, administrators, and other interested parties are able to participate in discussion boards, search through Massachusetts Curriculum Frameworks and the Vocational Technical Education Frameworks standards, create and share lesson plans and teaching resources, and offer support for student learning. The Vocational Technical Education Frameworks are searchable in *MassONE* and teachers can create, store, and share online lesson plans. The Massachusetts Department of Education-Career/Vocational Technical Education unit intends to create discussion forums in *MassONE* for teachers who teach in career and technical education programs.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will, during Perkins IV, complete an online listing of its entire resource (library) collection cross-walked to the Vocational Technical Education Frameworks.

(f-i) The criteria that the Massachusetts Department of Education-Career/Vocational Technical Education unit will use to approve eligible recipients for funds under Perkins IV, including criteria to assess the extent to which the Local Plan will promote continuous improvement in academic achievement are as follows:

Secondary: The extent to which the eligible recipient's students attain challenging academic content standards and student academic achievement standards, as adopted by a Massachusetts in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 as measured by the percentage of students in career and technical education programs who reach proficient and advanced levels on the on the Massachusetts Comprehensive Assessment System (MCAS) tests in English language arts and mathematics.

Postsecondary: The extent to which the eligible recipient's students attain challenging academic knowledge and skills as measured by the percentage of students matriculated in career and technical education programs that successfully complete for-credit academic and career and technical education courses.

(f-ii) The criteria that the Massachusetts Department of Education-Career/Vocational Technical Education unit will use to approve eligible recipients for funds under Perkins IV, including criteria to assess the extent to which the Local Plan will promote continuous improvement of technical skill attainment are as follows:

Secondary: The extent to which the eligible recipients students achieve proficiency on the technical knowledge and skills contained in the Vocational Technical Education Frameworks as measured the percentage of knowledge and skills documented by teachers in the a sophisticated state-of-the-art web-based online competency tracking system to be known as the “Massachusetts Career/Vocational Technical Competency Tracking System” that is currently under development as part of the State-funded Certificate of Occupational Proficiency system. The Education Reform Act established the Certificate of Occupational Proficiency. The statute - M.G.L.c.69 section 1D (iii) states: *"The certificate of occupational proficiency shall be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world. No student may receive said certificate of occupational proficiency without also having acquired a competency determination. Nothing in this chapter shall prohibit a student from beginning a program of vocational education before achieving a determination of competency. Such vocational education may begin at grade nine, ten or eleven. No provision of law shall prohibit concurrent pursuit of a competency determination and vocational learning. There shall be no cause of action for a parent, guardian or student who fails to obtain a competency determination, a certificate of mastery or a certificate of occupational proficiency."*

Postsecondary: The extent to which the eligible recipient’s students attain challenging technical knowledge and skills, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate as measured by the percentage of students matriculated in career and technical education programs who successfully complete for-credit career and technical courses that include technical assessments.

(f-iii) The criteria that the Massachusetts Department of Education-Career/Vocational Technical Education unit will use to approve eligible recipients for funds under Perkins IV, including criteria to assess the extent to which the Local Plan will identify and address current or emerging occupational opportunities are as follows:

Secondary: The extent to which eligible recipients document in their Local Plan and annual Local Plan Update the annual use of a program advisory committees for each career and technical education program or cluster of career and technical education programs with such advisory committees being comprised of business and industry members that will annually validate the career and technical education programs provided by the eligible recipient to ensure that are identified as preparing students for current or emerging occupations. In anticipation of need to use program advisory committees to annually validate career and technical education programs, the Massachusetts Department of Education-Career/Vocational Technical Education unit recently published the Massachusetts Career/Vocational Technical Education Advisory Guide. Note that the new Massachusetts Vocational Technical Education Frameworks

that were recently validated by business and industry and resulted in the Frameworks being identified as preparing students for current or emerging occupations.

Postsecondary: The extent to which eligible recipients document in their Local Plan and annual Local Plan Update the annual use of a program advisory committees for each career and technical education program or cluster of career and technical education programs with such advisory committees being comprised of business and industry members that will annually validate the career and technical education programs provided by the eligible recipient to ensure that are identified as preparing students for current or emerging occupations. In anticipation of need to use program advisory committees to annually validate career and technical education programs, the Massachusetts Department of Education-Career/Vocational Technical Education unit recently published the Massachusetts Career/Vocational Technical Education Advisory Guide. Note that the new Massachusetts Vocational Technical Education Frameworks that were recently validated by business, industry and postsecondary education institutions including registered apprenticeship programs and resulted in the Frameworks being identified as preparing students including special populations, academically and technically for opportunities in postsecondary education including registered apprenticeship programs and entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations.

(g) Programs at the secondary level will prepare students in career and technical education programs, including special populations, to graduate from secondary school with a diploma by using the results from our planned Statewide Longitudinal Data System grant in order to finish “connecting the dots” and complete the data/technology foundation for this comprehensive and broadly accessible Massachusetts Education Data System for Improving Student Success (MA-EDSISS). The proposed MA-EDSISS initiative contains five main components. The new system will allow the Massachusetts Department of Education-Career/Vocational Technical Education unit to engage in a more rigorous data driven policy-making process once the individual components are linked together. Each component will be implemented between the 2007-2008 and 2009-2010 program years. Major features include linking students in the Student Information Management System (SIMS) to their assigned classes to determine if students in Massachusetts taking the necessary courses to receive a diploma proceed on to and succeed in higher education and determining the correlation between course taking and performance on both local and statewide assessments.

(h) Programs at the secondary level will prepare students in career and technical education programs, including special populations, academically and technically for opportunities in postsecondary education including registered apprenticeship programs and entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations by the use of the new Massachusetts Vocational Technical Education Frameworks that were recently validated by business, industry and postsecondary education institutions including registered apprenticeship programs and resulted in the Frameworks being identified as preparing students including special populations, academically and technically for opportunities in postsecondary education including

registered apprenticeship programs and entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will launch an initiative to institutionalize the development of Career Plans for all students in career and technical education programs consistent with the definition of career guidance and counseling that is contained in Perkins IV, which states: “The term ‘career guidance and academic counseling’ means guidance and counseling that provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.”

On October 10, 2006, Massachusetts Commissioner of Education David P. Driscoll endorsed the final draft of the Massachusetts Model for School Counseling Programs, which is based on the premise that career development is the lifelong process through which we come to understand our place in the world of work and society. The quality of one’s career development can impact his/her educational, occupational, and lifestyle choices and outcomes. Too often, student complacency, behavior problems, and dropout rates stem from the perception that schooling has little relevance. The future-mindedness cultivated through career development education can play a key role in promoting student motivation and achievement. Therefore, career development education should be integrated with the mainstream curriculum as a means of promoting student success.

It is important to note that according to the provisions of the Massachusetts Vocational Technical Education Regulations, students enrolled in career and technical education shall be provided with career guidance including the development of a Career Plan. A Career Plan is a comprehensive, formalized written plan (that learners use alone or with the help of others) that relates learning to career goals. The Career Plan is based on both formal and informal assessment and should include areas in which a learner needs to increase knowledge and skills to reach documented goals. A Career Plan is designed to facilitate transition from high school to future learning or employment. It can be thought of as both an instrument and a process for monitoring one’s career development. As an instrument, a plan provides a place to organize and record progress related to personal, educational, and career and labor market information. As a process, it encourages learners to use the past and present in goal setting and planning. In either case, a career plan should be revisited and modified periodically.

Students in career and technical education programs will be made aware of the opportunities in postsecondary education including registered apprenticeship programs and or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations through Tech-Prep Consortia training guidance counselors in each high school who will use the new Massachusetts Model for School Counseling Programs as described immediately above in (g).

(i) i Funds will be used by eligible recipients to improve or develop new career and technical education courses at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended through the Massachusetts requirement that programs seeking to use Perkins allocation funds to improve or develop new career and technical education programs will be required to provide evidence in their Perkins IV Five-Year State Plan and subsequent annual updates of program alignment with the Massachusetts Curriculum Frameworks in the core academic subjects and the applicable new Massachusetts Vocational Technical Education Framework.

(i) ii Funds will be used by eligible recipients to improve or develop new career and technical education courses at the postsecondary level that are relevant and challenging through the Massachusetts requirement that programs seeking to use Perkins IV allocation funds to improve or develop new career and technical education programs will be required to provide evidence in their Perkins IV Five-Year State Plan and subsequent annual updates of review and approval of their plans to improve or develop new career and technical education courses by a program advisory committee consisting of consist of representatives of local business and industry related to the program, organized labor, secondary institutions, parents/guardians, students, and representatives from registered apprenticeship programs if the program area has such registered programs; provided however, that no member of the board of trustees, or other school official or school personnel shall serve on the committee. The Program Advisory Committee shall meet at least twice per year. Meetings shall comply with the Open Meeting Law, M.G.L. c. 39, s.23B. It shall be the responsibility of the Program Advisory Committee to advise, assist and support school staff in order to improve planning, operation, and evaluation in its program area. Such advice shall be based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the quality of the program.

(i)-iii Funds will be used to by eligible recipients to improve or develop new career and technical education courses that lead to employment in high-skill, high-wage, or high-demand occupations through the Massachusetts requirement that programs seeking to use Perkins allocation funds to improve or develop new career and technical education programs will be required to provide evidence in their Perkins IV Five-Year State Plan and subsequent annual Local Plan Updates of review and approval of their plans to improve or develop new career and technical education courses by a program advisory committee consisting of consist of representatives of local business and industry related to the program, organized labor, secondary institutions, parents/guardians, students, and representatives from registered apprenticeship programs if the program area has such registered programs; provided however, that no member of the board of trustees, or other school official or school personnel shall serve on the committee. The Program Advisory Committee shall meet at least twice per year. Meetings shall comply with the Open Meeting Law, M.G.L. c. 39, s.23B. It shall be the responsibility of the Program Advisory Committee to advise, assist and support school staff in order to improve planning, operation, and evaluation in its program area. Such advice shall be based on adequate and

timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the quality of the program.

(j) The Massachusetts Department of Education-Career/Vocational Technical Education unit will facilitate and coordinate communications on best practices among successful recipients of Tech-Prep program grants under Title II and other eligible recipients to improve program quality and student achievement by requiring that the recipients of Tech-Prep grants presents their successful practices at the annual Massachusetts Career/Vocational Technical Education Conference each June attended by over 700 career and technical educators.

(k) Funds will be used by eligible recipients to effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement through:

- The implementation of the new Vocational Technical Education Frameworks that include one entire strand consisting of embedded academics. The embedded academics consist of the knowledge and skills from the Massachusetts Curriculum Frameworks in the core academic subjects that are essential for students to acquire for success in the career and further education including registered apprenticeship programs for which they are preparing. Academic teachers as promoting learning through integration have enthusiastically endorsed the embedded academic strand.
- An active, unprecedented effort makes academic teachers understand that they are part of the career and technical education family. Although this may sound somewhat thin, the Massachusetts Department of Education-Career/Vocational Technical Education unit believes that academic courses are part of a authentic career and technical education program, and that this fact is one of the factors that distinguishes a career and technical education program from an occupational skills training program. On April 24, 2007, the Massachusetts Board of Education released for public comment proposed amendments to the Massachusetts Vocational Technical Education Regulations that would allow for teachers and administrators of “academics” to be licensable as vocational technical administrators by meeting the licensure requirements that include, but are not limited to three years of documented experience in career and technical education. It is envisioned that this change will prompt “academic” educators to seek and gain experience in career and technical education in order to increase their employment options and that this will promote the integration of academic and technical education because such individuals will demonstrate experience in career and technical education through integration projects. This may be described as a “carrot approach.”
- Through the efforts of the State Director of Career/Vocational Technical Education, the Massachusetts Department of Education-Office of Educator Licensure has begun referring to individuals licensed under the Regulations for Educator Licensure as Chapter 71 licensed educators rather than academic educators, as they were known for years. Chapter 71 is the Massachusetts law that governs educator licensure along with the accompanying regulations except for vocational technical educator licensure that is governed by Massachusetts law Chapter 74 and the accompanying regulations. Instead of having the “academic side” of educator licensure and the vocational side, the Department

now has Chapter 71 and Chapter 74 licensure. While this may appear to be a subtle change, it along with aligning the two sets of regulations specifically concerning professional development requirements for license renewal and mentoring/induction programs for new educators has brought academic and technical teachers closer together and the results are beginning to be manifested in joint curriculum integration projects.

- The Massachusetts Department of Education-Career/Vocational Technical Education unit is making strides in infiltrating other units within the Massachusetts Department of Education in order to raise visibility and appreciation for career and technical education while capturing resources to improve career and technical education. Recently, the Massachusetts Department of Education-Student Assessment Services unit became a partner in developing the student written (online) and performance assessments for the award of the Certificate of Occupational Proficiency.

(1) The Massachusetts Department of Education-Career/Vocational Technical Education unit will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration by requiring eligible recipients to report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in the Perkins IV Local Plan and annual Perkins IV Local Plan Updates. In a departure from past efforts to evaluate the integration of coherent and rigorous content aligned with challenging academic standards by eligible recipients, the Massachusetts Department of Education-Career/Vocational Technical Education unit will require yearly submission of randomly selected sample lesson plans and/or course syllabi. Note that the Massachusetts Department of Education-Career/Vocational Technical Education unit will provide professional development on developing such lesson plans prior to the submission requirement taking effect in the spring of 2008.

Onsite monitoring by the Massachusetts Department of Education-Career/Vocational Technical Education unit staff will enhance integration efforts by eligible recipients because an increased focus will be placed on integration during Perkins IV and will be monitored accordingly. As one part of its accountability system, the Massachusetts Department of Education oversees local school compliance with State and federal education requirements through onsite monitoring known as the Coordinated Program Review (CPR). All Coordinated programs Reviews include desk audits and onsite reviews in order to cover selected requirements in the following areas:

- Special Education
- Career and Technical Education
- Civil Rights (including Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B)
- English Learner Education
- Title I
- No Child Left Behind
- Additional Massachusetts Laws

Depending upon the size of a school district or charter school and the number of areas to be reviewed, a team of two to eight Massachusetts Department staff representing the units that are responsible for areas such as the Career/Vocational Technical Education unit, together with any necessary outside consultants such as occupational safety and health specialists for career and technical education, conducts a Coordinated Program Review over two to ten days in a school district or charter school.

Each school district and charter school in Massachusetts is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review.

The program review criteria for each program encompass the requirements that have been selected for review. The criteria for each area selected for each review are organized by the nine components below.

1. Assessment of Students
2. Student Identification and Program Placement
3. Parent and Community Involvement
4. Curriculum and Instruction
5. Student Support Services
6. Faculty, Staff and Administration
7. School Facilities
8. Program Evaluation
9. Record Keeping and Fund Use

Methods used in reviewing areas include:

- Review of documentation about the operation of the charter school or district's programs.
- Interviews of administrative, instructional, and support staff across all grade levels.
- Interviews of parent advisory council (PAC) representatives and other interviews as requested by other parents or members of the general public.
- Review of student records for special education (and for student accommodation plans under Section 504), English learner education, and career/vocational technical education. The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities and parents of English learners. Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements; parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
- Observation of classrooms and other facilities. The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

Postsecondary eligible recipients (public two-year colleges and a small number of school districts) with career and technical education programs are reviewed apart from the Coordinated Review (CPR) because the Coordinated Program Review was designed exclusively for school districts and charter schools K-12. The Massachusetts Department of Education-Career/Vocational Technical Education unit has built upon the components of the Coordinated Program Review (CPR) and conducts compliance reviews for the Perkins Act using specific for determining compliance with Perkins requirements. Shortly, the Massachusetts Department of Education-Career/Vocational Technical Education unit will update all monitoring instruments to capture Perkins IV requirements. In addition, it must be noted that the Massachusetts Department of Education-Career/Vocational Technical Education unit monitors postsecondary eligible recipients for compliance with the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B) separately.

It is very important to note that all eligible recipients also receive quality technical assistance during monitoring.

A. Statutory Requirements

8. Description of how the Massachusetts Department of Education-Career/Vocational Technical Education unit will Provide Technical Assistance.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will provide eligible recipients in the Massachusetts with technical assistance through enhanced vehicles including the recently developed Massachusetts Perkins IV Manual that may be viewed at http://www.doe.mass.edu/cte/perkins/funding_manual.doc, the Career/Vocational Technical Education Advisory Committee Guide that may be viewed at <http://www.doe.mass.edu/cte/resources/>. Indeed the Massachusetts Department of Education-Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/> is a rich source of technical assistance. The Massachusetts Department of Education-Career/Vocational Technical Education unit website sponsored website at <http://www.cvtepd.org/home/index.cfm> while a rich source of technical assistance is currently in the process of being moved to the Massachusetts Department of Education-Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/> in order to improve accessibility for individuals with sight impairments, enhance content and to increase usage.

The Massachusetts Department of Education-Career/Vocational Technical Education unit recognizes that communication between all stakeholders in career/vocational technical education is key for the successful implementation of Perkins IV. A primary vehicle for information on the implementation of Perkins IV is the Career/Vocational Technical Education unit website at <http://www.doe.mass.edu/cte/>. State Director's Updates that are posted on this website contain updates on the implementation of Perkins IV. The State Director's Update is also emailed to those individuals on an email distribution list

maintained by the State Director. Individuals who have not been receiving the State Director's Update by email may be placed on the email list by sending a request by email to the general email address of the Massachusetts Department of Education-Career/Vocational Technical Education unit at careervoctech@doe.mass.edu.

The Massachusetts Department of Education-Career/Vocational Technical Education unit is committed to providing high quality technical assistance to each school district/public two-year college/consortium regarding the implementation of Perkins IV. Each school district and public two-year college with career and technical education programs that are assisted with Perkins IV funds has a staff person known as a liaison in the Career/Vocational Technical Education unit. School district and public two-year college staff should contact their liaison for assistance in the development of the Perkins IV One-Year Transition Local Plan and the Perkins IV Five-Year Local Plan and the Standard Application for Program Grants, as well as for any additional information related to Perkins IV. A list of liaisons and contact information is located on the Massachusetts Department of Education-Career/Vocational Technical Education unit website at www.doe.mass.edu/cte/ under "Contact CVTE Staff."

It is very important to note that all eligible recipients also receive quality technical assistance during monitoring. Monitoring is described above in more detail under Section II. A. 2. 1.

B. Other Department Requirements

1. Copy of the Massachusetts Perkins IV Local Plan Documents.

Response: A copy of the Massachusetts Perkins IV One-Year Transition Act Local Plan Package for School Districts to be used by secondary eligible recipients (school districts and consortia), that meets the requirements in section 134(b) of the Act is enclosed. A copy of the Massachusetts Perkins IV One-Year Transition Local Plan Package for Public Two-Year Colleges to be used by postsecondary eligible recipients that meets the requirements in section 134(b) of the Act is enclosed. In addition, a copy of the grant application that will accompany the Perkins IV One-Year Transition Local Plan Packages is enclosed.

2. Massachusetts Governance Structure for Career and Technical Education.

Response: Secondary: Massachusetts has approximately 75 eligible recipients at the secondary level and 25 eligible recipients at the postsecondary level. Note that of the 25 eligible recipients at the postsecondary level, 17 are public two-year colleges. Seven of the 18 are regional vocational technical school districts that have formed the Perkins Postsecondary Consortium.

Secondary Education in School Districts - In Massachusetts, the Massachusetts Board of Education consists of members appointed by the Governor as well as ex-officio members. The Chancellor of Higher Education at the Massachusetts Board of Higher Education is an ex-officio member.

The Massachusetts Board of Education appoints the Commissioner of Education at the Massachusetts Department of Education. The Commissioner serves as secretary to the

Massachusetts Board of Education, its chief executive officer and the chief state school officer for elementary and secondary education including career and technical education.

The Massachusetts Department of Education includes a Career/Vocational Technical Education unit whose administrator serves as the State Director of Career/Vocational Technical Education. The Career/Vocational Technical Education unit administers the state law governing vocational technical education programs in public school districts. The Massachusetts Department of Education-Career/Vocational Technical Education unit is the sole state agency responsible for administering the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Postsecondary Education in School Districts - The Massachusetts law governing vocational technical education (M.G.L.c.74) provides for school district to offer career and technical education programs on the postsecondary level.

Postsecondary Education in Institutions of Higher Education - In Massachusetts, the Massachusetts Board of Higher Education consists of members appointed by the Governor as well as ex-officio members. The Massachusetts Commissioner of Education at the Massachusetts Department of Education is an ex-officio member. The Massachusetts Board of Higher Education appoints the Chancellor of Higher Education who is the chief executive officer and the chief school officer for higher education.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Description of the Program Strategies for Special Populations listed in Section 3(29) of the Perkins Act.

Response: During the transition year, the Massachusetts Department of Education-Office of Special Education Planning and Policy will continue to fund a staff position in the Career/Vocational Technical Education unit to ensure access and results for students with disabilities. The staff person, who has credentials in special education, will continue to provide technical assistance and professional development to Massachusetts Department of Education-Career/Vocational Technical Education unit staff and eligible recipients regarding this special population.

In addition, the following describes the Massachusetts Department of Education-Career/Vocational Technical Education unit's strategies and activities to be implemented:

(a) Individuals who are members of special populations will be provided with equal access to activities assisted under Perkins IV through a number of proactive initiatives implemented by the Massachusetts Department of Education-Career/Vocational Technical Education unit including:

- Requiring that each eligible recipient annually file a signed Statement of Assurances certifying compliance with the following:

NO CHILD LEFT BEHIND ACT OF 2001 (NCLB): Reauthorized Elementary and Secondary Education Act of 1965 as amended by P. L. 107-110

Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies

Title II, Part A, Teacher and Principal Training and Recruiting Fund (Educator Quality)

Title II, Part D, Enhancing Education Through Technology

Title III, Language Instruction for Limited English Proficient and Immigrant Students

Title IV, Safe and Drug-Free Schools and Communities; 21st Century Schools

Title V, Promoting Informed Parental Choice and Innovative Programs

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA):
Reauthorized Individuals with Disabilities Education Improvement Act (IDEA-2004) as amended by P.L. 108-446**

Part B: Entitlement and Discretionary Preschool and School-Age Programs

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006 P.L. 109-270-(PERKINS IV)**

**GUIDELINES FOR ELIMINATING DISCRIMINATION AND DENIAL OF
SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX,
AND HANDICAP IN VOCATIONAL EDUCATION PROGRAMS – 34 CFR,
PART 100, APPENDIX B**

SELECTED STATE LAWS AND REGULATIONS

Education of English Learners: 603 CMR 14.00 promulgated by the Board of Education pursuant to M.G.L. c. 69, § 1B, and M.G.L. c. 71A, as amended by St. 2002, c. 386.

Student Learning Time: 603 CMR 27.00 promulgated by the Board of Education pursuant to M.G.L. c. 69, § 1G, as amended by St. 1993, c. 71, section 29.

- Providing eligible recipients with additional information and technical assistance on the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B (Guidelines). Recently, the entire system for onsite monitoring in Massachusetts has undergone extensive revamping, aligning to the requirements under the *Guidelines* issued by the United States Department of Education- Office for Civil Rights. This past year, the Massachusetts Department of Education-Career/vocational Technical Education unit created and implemented separate secondary and postsecondary compliance monitoring instruments and the State Director of Career/Vocational Technical Education has restructured the state's targeting plans with technical assistance provided by staff at the Office for Civil Rights. It is very important to note that all eligible recipients also receive quality technical assistance during monitoring.
- Increased focus on integrating civil rights awareness in all professional development

events sponsored or conducted by the Massachusetts Department of Education-Career/Vocational Technical Education unit.

- Increased focus on the oversight and monitoring of admission to career and technical education programs. School districts that are selective in terms of admission to career and technical education will be monitored to ensure compliance with both the Massachusetts Vocational Technical Education Regulations and associated Guidelines regarding selective admission to ensure that individuals who are members of special populations in Massachusetts are provided with equal access to programs and activities assisted under Perkins IV. The Massachusetts Vocational Technical Education Regulations and Guidelines both include specific requirements regarding admission policies and admission applications with respect to career and technical education.
 - Examination of recruitment materials and activities, including program placement processes, made available to applicants will be monitored to ensure equal access to career and technical information and programs is afforded to individuals with disabilities and individuals with limited proficiency in English.
 - The Massachusetts Department of Education-Career/Vocational Technical Education unit will review all complaints filed by parents/guardians, applicants and others concerning admissions in order to resolve issues and determine the eligible recipients that may require intervention by the Massachusetts Department of Education
 - Review Perkins IV One-Year Transition Local Plans, Perkins IV Five-Year Local Plans and subsequent annual Local Plan Updates submitted by eligible recipients to ensure that eligible recipients describe how individuals who are members of special populations will be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Eligible recipients must describe how individuals who are members of each individual special population will be provided with services designed to enable the special population to meet or exceed each core indicator of performance. Local Plans that lump all special populations together will be rejected.
- (b) Individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations through that which is described above under (a) above as well as by ongoing refining and expansion of additional efforts. Among the initiatives that will be continued are the following:
- The Massachusetts Department of Education-Career/Vocational Technical Education unit was recently provided with in-house training regarding monitoring disproportionate enrollments through the Massachusetts Department of Education's compliance monitoring system known as the Coordinated Program Review system. The training will be provided again during the transition year, as several changes to the data collection process will be implemented in program year 2007-2008. Staff in the Career/Vocational

Technical Education unit will use the results of the trainings to ensure that career and technical education programs and activities do not have illegal, or unexplained disproportionate enrollments of protected groups.

- The Massachusetts Department of Education-Career/Vocational Technical Education unit will continue during program year 2007-2008 workshops and follow-up technical assistance on gender and sexual orientation in career and technical education that was commenced in program year 2006-2007. The emphasis of the workshops and the individual technical assistance provided is to assist educators involved in high school career and technical education in creating school environments where students are not limited to traditional gender roles. With the understanding that gender does not need to limit career choices, and equipped with resources to improve the school climate around sexual orientation, educators can more effectively support students in making career decisions that are not limited by gender, sexual orientation or perceived sexual orientation. At the request of the Massachusetts Department of Education-Career/Vocational Technical Education unit, participating schools sent teams to these workshops, moving toward the Massachusetts Department of Education-Career/Vocational Technical Education unit's goal that district's view school climate and student achievement as a whole school initiative. The Massachusetts Department of Education-Career/Vocational Technical Education unit will continue this unique initiative for the next two program years, not only consistent with the requirements contained in Perkins IV, but also due to the fact that the workshop evaluations were overwhelmingly positive. In addition, the Massachusetts Department of Education-Career/Vocational Technical Education unit has discovered that it may take three or more years for new approaches to fully take root.

- The Massachusetts Department of Education-Career/Vocational Technical Education unit will continue conducting onsite monitoring of all eligible recipients including school districts and public two-year colleges to determine compliance with Perkins IV and other applicable laws and regulations, including those under the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap in Vocational Education Programs - 34 CFR, Part 100, Appendix B. School districts are monitored by the Massachusetts Department of Education using a sophisticated onsite monitoring system known as the Coordinated Program Review. The Coordinated Program Review process provides for onsite monitoring in school districts by teams from several Massachusetts Department of Education Massachusetts Department of Education-Career/Vocational Technical Education unit including, but not limited to, the Career/Vocational Technical Education unit and unit's representing special education, Title I/NCLB with related Title IIA Requirements, English learner education, and safe and drug free schools.

The Coordinated Program Review process helps ensure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Public two-year colleges are also be reviewed for Perkins IV and civil rights compliance through a separate, onsite monitoring system - developed and implemented by the Massachusetts Department of Education-

Career/Vocational Technical Education unit. The monitoring system for public two-year colleges will continue to ensure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Targeted technical assistance will be provided to eligible recipients ensuring effective monitoring in the review of classroom, library and guidance materials for bias and stereotyping.

(c) Individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed adjusted levels of performance. Among the initiatives that will be enhanced in order to ensure individuals who are members of special populations are provided with programs designed to enable them to meet or exceed adjusted levels of performance include the following:

The Massachusetts Department of Education-Career/Vocational Technical Education will enhance collaborative efforts with other units in the Massachusetts Department of Education such as the Special Education Policy and Planning unit and the Program Quality Assurance unit to ensure collaborative efforts including the provision of collaborative professional development.

The Massachusetts Department of Education-Career/Vocational Technical Education unit recognized several years ago that, for the annual Perkins Local Plan Update, school districts/public two-year colleges/consortia tended to lump special populations together, rather than addressing the unique needs of each special population individually. In order to resolve this issue, the Massachusetts Department of Education-Career/Vocational Technical Education unit began requiring that school districts/public two-year colleges/consortia to not only disaggregate special population data but also create interventions and services so they are designed to enable each specific individual special populations to meet or exceed adjusted levels of performance. During Perkins IV, the Massachusetts Department of Education-Career/Vocational Technical Education unit will enhance the provision of technical assistance to accommodate the technical assistance needs that this issue has brought to the surface.

The Massachusetts Department of Education-Career/Vocational Technical Education unit modified the approval/signature form for the Perkins Local Plan Update to capture the approval from the individual in each school district/public two-year college/consortium responsible for each special population (e.g. Director of Special Education, Title I Director, English Language Acquisition Coordinator, etc.). The approval/signature form for the Perkins IV One-Year Transition Local Plan includes the Title IX coordinator. During Perkins IV, the Massachusetts Department of Education-Career/Vocational Technical Education unit will initiate more aggressive measures to bring the expertise for working with special population that is present within each school district/public two-year college/consortium to bear upon the development, implementation and evaluation of Perkins IV Local Plans and annual Local Plan Updates.

The Massachusetts Department of Education-Career/Vocational Technical Education unit understands that school districts/public two-year colleges/consortia require quality

resources in order to design programs, services and activities that enable special populations to meet or exceed adjusted levels of performance. With that understanding, beginning in program year 2007-2008, the Massachusetts Department of Education-Career/Vocational Technical Education unit, will provide ongoing and sustained technical assistance including an updated and detailed compilation of professional development resources – a clearinghouse - specific to addressing the needs of each special population. The resources in the clearinghouse will be reviewed and determined appropriate by a committee based upon recommendations and evaluations of the resources. Among the resources will be those specifically designed to enable the special populations to meet or exceed adjusted levels of performance.

Individuals who are members of special populations will be prepared for further learning and for high-skill, high-wage, or high-demand occupations by gaining access to career and technical education programs that meet Perkins IV standards and receiving services that will enable students in school districts/public two-year colleges/consortia to be successful in the programs. As articulated under (a) above, the Massachusetts Department of Education-Career/Vocational Technical Education unit, will:

Determine in which school districts intervention concerning admission to career and technical education programs by the Massachusetts Department of Education-Career/Vocational Technical Education unit is warranted.

The Massachusetts Department of Education-Career/Vocational Technical Education unit, working with public two-year colleges will determine promising practices for recruitment and retention in the college programs that prepare individuals for further learning and for high-skill, high-wage, or high-demand occupations.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will enhance the provision of equitable delivery of postsecondary transition efforts through Tech-Prep and the monitoring/evaluation of student-level outcome data. In addition, Tech-Prep consortia grant proposals will be evaluated to ensure that programs, services and interventions (e.g., Accuplacer test accommodations, Tech-Prep recruitment information in other languages) demonstrate tailored services and continually work to improve programs and services specific to the needs of special populations.

The special education funded liaison in the Massachusetts Department of Education-Career/Vocational Technical Education unit, will enhance her participation as a “Secondary Transition Workgroup Member” in the Massachusetts Department of Education. The workgroup will assist in the transition planning aspect of the Massachusetts State Performance Plan for Special Education that includes planning for career and technical education. Transition services and activities are to be planned that will reasonably enable students with disabilities to meet postsecondary goals, including career and technical education areas, and facilitate their entry into further learning, registered apprenticeships or high-skill, high-wage or high demand occupations. Massachusetts is currently in a three- year process of collecting transition-planning data

from every school district in the State, which includes all vocational technical high schools.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Description of Procedures Massachusetts will use to Obtain Input from Eligible Recipients in Establishing Measurement Definitions and approaches for the Core Indicators for CTE Students at the Secondary and Postsecondary Levels.

Response: During the development of the Perkins IV Five-Year State Plan, the Department of Education-Career/Vocational Technical Education unit obtain input from eligible recipients by creating a subcommittee of the Massachusetts Career/Vocational Technical Education Advisory Committee to obtain input from eligible recipients in establishing measurement definitions and approaches for the Core Indicators for students in career and technical education at the secondary and postsecondary levels. The process will culminate with public hearings and the development of the Perkins IV Five-Year State Plan, and submission to the United States Department of Education-Office of Vocational and Adult Education.

2. Description of Procedures Massachusetts will use to Obtain Input from Eligible Recipients in Establishing a State Adjusted Level of Performance for each of the Core Indicators for CTE Students at the Secondary and Postsecondary Levels.

Response: During the development of the Perkins IV Five-Year State Plan, the Department of Education-Career/Vocational Technical Education unit obtain input from eligible recipients by using the subcommittee of the Massachusetts Career/Vocational Technical Education Advisory Committee that obtained input from eligible recipients in establishing measurement definitions and approaches for the Core Indicators for students in career and technical education at the secondary and postsecondary levels.

3. Identification, on the Forms in Part III of the State Plan Guide, of the Valid and Reliable Measurement Definitions and Approaches that Massachusetts will use for each of the Core Indicators for CTE students at the Secondary and Postsecondary Levels including a Description of how the Proposed Definitions and Measures are Valid and Reliable.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit has identified, on the forms in Part III include later in the document, the valid and reliable measurement definitions and approaches that Massachusetts will use for each of the Core Indicators for students in career and technical education at the secondary and postsecondary levels. The description of how the proposed definitions and measures are valid and reliable is as follows:

Proposed Measurement Definitions and Approaches are Valid

Massachusetts will use the measurement definitions and approaches for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts (1S1) and mathematics (1S2) and student graduation rates (4S1) that are described in Section 113(b) of Perkins IV and that are based on non-

regulatory guidance provided by and that are pre-populated in the Final Agreed Upon Performance Levels (FAUPL). Thus, Massachusetts is not describing in the One-Year Transition State Plan how these measurement definitions and approaches are valid.

The proposed measurement definitions for Technical Skill Attainment (2S1), Secondary School Completion (3S1), (Secondary Placement (5S1), Nontraditional Participation (6S1), Nontraditional Completion (6S2), Technical Skill Attainment (1P1), Credential, Certificate, or Degree (2P1), Student Retention or Transfer (3P1), Student Placement (4P1), Nontraditional Participation (5P1), and Nontraditional Completion (5P2) are **valid** because they measure what they are supposed to measure and they imply reliability (consistency).

The proposed measurement approaches for Technical Skill Attainment (2S1), Secondary School Completion (3S1), (Secondary Placement (5S1), Nontraditional Participation (6S1), Nontraditional Completion (6S2), Technical Skill Attainment (1P1), Credential, Certificate, or Degree (2P1), Student Retention or Transfer (3P1), Student Placement (4P1), Nontraditional Participation (5P1), and Nontraditional Completion (5P2) are **valid** because they provide for an approach to accurately and consistently measure what they are supposed to measure.

Proposed Measurement Definitions and Approaches are Reliable

Massachusetts will use the measurement definitions and approaches for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts (1S1) and mathematics (1S2) and student graduation rates (4S1) that are described in Section 113(b) of Perkins IV and that are based on non-regulatory guidance provided by and that are pre-populated in the Final Agreed Upon Performance Levels (FAUPL). Thus, Massachusetts is not describing in the One-Year Transition State Plan how these measurement definitions and approaches are reliable.

The proposed measurement approaches for Technical Skill Attainment (2S1), Secondary School Completion (3S1), (Secondary Placement (5S1), Nontraditional Participation (6S1), Nontraditional Completion (6S2), Technical Skill Attainment (1P1), Credential, Certificate, or Degree (2P1), Student Retention or Transfer (3P1), Student Placement (4P1), Nontraditional Participation (5P1), and Nontraditional Completion (5P2) are **reliable** because they provide for using the same approach with successive use, i.e., they will provide for consistency.

4. Description of how, in the Course of Developing Core Indicators, Massachusetts will Align the Indicators, to the Greatest Extent Possible, so that Information Substantially Similar to that Gathered for other State and Federal programs, or for any other Purpose, is used to meet the Perkins Act's Accountability Requirements.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will, in the course of developing Core Indicators, will align the Core Indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and federal programs, or for any other purpose, is used to meet the Perkins IV accountability requirements. To achieve this goal, the Massachusetts

Department of Education-Career/Vocational Technical Education unit will build upon the recent successes the unit has achieved in aligning the sections of the Vocational Technical Education Regulations concerning vocational technical educator licensure with the Regulations for Educator Licensure that concern regular education, as well as the success the unit has reached in aligning the Vocational Technical Education Frameworks with the Massachusetts Curriculum Frameworks in the core academic subjects. These successful initiatives, as well as the recent integration of all student-level data elements related to career and technical education including Tech-Prep with all the other student-level data elements managed by the Massachusetts Department of Education will serve as a model for moving ahead with alignment of the Core Indicators with other State and federal programs particularly the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004 in order to help to ensure equity, accountability and excellence in education for all students in career and technical education. The Massachusetts Department of Education-Career/Vocational Technical Education unit will consider additional alignment of the Core Indicators with the Program Outcome Indicators that are contained in the Massachusetts Vocational Technical Education Regulations that became effective on September 1, 2003.

The essential ingredient for success in alignment is networking within the bureaucracy of the Massachusetts Department of Education to build strong partnerships with other units including but not limited to Accountability and Evaluation, Special Education Policy and Planning, Office of Language Acquisition and Academic Achievement, Program Quality Assurance, Educator Preparation and Program Approval.

5. On the forms Provided in Part C of the State Plan Guide, Massachusetts must provide, for the First Two Years Covered by the State Plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), Performance Levels for each of the Core Indicators, except that States submitting One-Year Transition Plans are only required to submit Performance Levels for Part of the Core Indicators. For performance levels that are Required, the Massachusetts' Performance Levels, at a Minimum, are Expressed in a Percentage or Numerical Form.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit is submitting One-Year Transition Plan. Thus, for the indicators for which Massachusetts must use its Massachusetts State's standards, assessments, and graduation rates adopted under Title I of the ESEA, Massachusetts hereby confirms this information with its OVAE Regional Accountability Specialist. Massachusetts hereby requests that the Regional Accountability Specialist pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to Massachusetts to finish completing.

6. Description of the Process for Reaching Agreement on Local Adjusted Levels of Performance if an Eligible Recipient does not Accept the Massachusetts Adjusted Levels of Performance.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will use the same system that the United States Department of Education-Office of Vocational and Adult Education has used with Massachusetts for reaching

agreement on State adjusted levels of performance during the past several years under Perkins III. Each eligible recipient with career and technical education programs that are assisted with Perkins IV funds has a staff person known as a liaison in the Career/Vocational Technical Education unit. Eligible recipient staff contact their liaison for assistance in the development of the Perkins IV One-Year Transition Local Plan and the Perkins IV Five-Year Local Plan and the Standard Application for Program Grants, as well as for any additional information related to Perkins IV. Liaisons will also serve as the Accountability Specialist for the eligible recipients to which they liaise. The forms used by the United States Department of Education-Office of Vocational and Adult Education (Final Agreed-Upon Performance Level (FAUPL) forms will be adapted for use by the Massachusetts Department of Education-Career/Vocational Technical Education unit with eligible recipients in Massachusetts.

7. Description of the Objective Criteria and Methods Massachusetts will use to Allow an School District or Eligible Postsecondary Institution to Request Revisions to its Local Adjusted Levels of Performance if Unanticipated Circumstances Arise with Respect to the School District or Eligible Postsecondary Institution.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will provide in the Massachusetts Perkins IV Manual a description of the objective criteria and methods Massachusetts will use to allow an school district or eligible postsecondary institution to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to the school district or eligible postsecondary institution. The description is as follows:

School districts/public two-year colleges/consortia may request revisions to local adjusted levels of performance for Core Indicators Secondary Placement (5S1) or Postsecondary Placement (4P1) if the Workforce Investment Board region(s) in which the school district/public two-year college/consortium is located experience a loss of five percent or more of jobs in the region(s) for three or more consecutive months one year prior to, or one year after the commencement of the placement period. The request must be in writing addressed to the State Director of Career/Vocational Technical Education and must include documentation from the applicable Workforce Investment Board(s) of the job losses for the applicable period. The State Director of Career/Vocational Technical Education will respond in writing to the request within ten business days of receipt.

8. Description of How Massachusetts will Report Data Relating to Students Participating in Career and Technical Education Programs in Order to Adequately Measure the Progress of the Students, including Special Populations and Students Participating in Tech-Prep Programs, if applicable, and how Massachusetts will Ensure that the Data Reported to the Massachusetts Department of Education from Eligible Recipients, and the Data that Massachusetts Report to the Secretary of Education, are Complete, Accurate, and Reliable.

Response: The Massachusetts Department of Education Student Information Management System (SIMS) is a student-level data collection system that allows the Massachusetts Department of Education to collect and analyze accurate and

comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. The SIMS has two important components:

- A unique student identifier for all students receiving a publicly funded elementary and secondary education in Massachusetts, and
- Transmissions of data from eligible recipients to the Massachusetts Department for all students via the Massachusetts Department of Education's Security Portal.

The Massachusetts Department of Education Student Information Management System (SIMS) handbook provides a detailed description of all 52 data elements that are currently submitted in each student record. Each student record that is submitted into the system must contain an appropriate value in each of the 52 elements. There are several data elements such as technical competency attainment and type of career and technical education program that are specifically for career and technical education, however it must be noted that many of the remaining data elements (ex. race, limited English proficiency) also apply to students enrolled in career and technical education programs.

In order to ensure that data reported to the Massachusetts Department of Education from eligible recipients, and the data that Massachusetts report to the Secretary of Education, are complete, accurate, and reliable the Massachusetts Department of Education performs system verifications and checks as well as desk reviews by Massachusetts Department of Education-Career/Vocational Technical Education unit staff who are assigned to be liaisons, whereas each school district and public two-year college that has a Perkins Local Plan and thus receives Perkins IV allocation funds has a liaison in the Massachusetts Department of Education-Career/Vocational Technical Education unit. Liaisons are familiar with the eligible recipients data and thus provide an extra measure to ensure reliability and validity.

During the past year, the Massachusetts Department of Education - Career/Vocational Technical Education unit hired a data specialist to work full-time on career and technical education data with the benefit of all the information technology resources of the Massachusetts Department of Education, whereas he was a member of the Massachusetts Department of Education - Information Services unit prior to joining the Massachusetts Department of Education - Career/Vocational Technical Education unit. In a relatively short period of time the data specialist has refined certain data collection tools to ensure that the data submitted is valid and reliable. For example, eligible recipients on the secondary level now retrieve the actual student-level identifiers for following up graduates of career and technical education programs from the secure Department of Education Security Portal, and thus are required to report on each student identified.

9. Description of how Massachusetts Plans to Enter into an Agreement with each Consortium receiving a grant under Perkins IV to meet a Minimum Level of Performance for each of the Performance Indicators.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will, through the Perkins IV Five-Year State Plan development and approval process that includes public hearings solidify how Massachusetts plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a

minimum Level of performance for each of the Core Indicators. The Massachusetts Department of Education-Career/Vocational Technical Education unit will propose to require that each consortium member (school) (college) meet the performance levels for each Core Indicator performance, as they would be required to do if they were each individually receiving a grant. The reason that the Massachusetts Department of Education-Career/Vocational Technical Education unit would propose this method is the fact that the individual school's or college's performance while impacted by the services that a consortium grant would provide is nevertheless a function and result of the individual school or college and thus each individual school or college must be held accountable. Equally, if not more important is the fact the student-level data on each of the Core Indicators disaggregated by school, college and special population is absolutely essential to have in order to evaluate the effectiveness of Perkins IV for each student and individual school or college.

The Massachusetts Department of Education-Career/Vocational Technical Education unit will use the same system that the United States Department of Education-Office of Vocational and Adult Education has used with Massachusetts for reaching agreement on State adjusted levels of performance during the past several years under Perkins III. Each eligible recipient with career and technical education programs that are assisted with Perkins IV funds has a staff person known as a liaison in the Career/Vocational Technical Education unit. Eligible recipient staff contact their liaison for assistance in the development of the Perkins IV One-Year Transition Local Plan and the Perkins IV Five-Year Local Plan and the Standard Application for Program Grants, as well as for any additional information related to Perkins IV. Liaisons will also serve as the Accountability Specialist for the eligible recipients to which they liaise. The forms used by the United States Department of Education-Office of Vocational and Adult Education (Final Agreed-Upon Performance Level (FAUPL) forms will be adapted for use by the Massachusetts Department of Education-Career/Vocational Technical Education unit with eligible recipients in Massachusetts.

10. Description of how Massachusetts will Annually Evaluate the Effectiveness of Career and Technical Education Programs, and a Description of how Massachusetts is Coordinating the Career and Technical Education Programs with other Federal Programs to Ensure Nonduplication.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will annually evaluate the effectiveness of career and technical education programs by analyzing Core Indicator data and the Program Outcome Indicators that are contained in the Massachusetts Vocational Technical Education Regulations that became effective on September 1, 2003 that include the percentage of students enrolled in career and technical education programs that receive the Massachusetts Certificate of Occupational Proficiency as well as positive placement in employment related to students' career and technical education program of study.

The Massachusetts Department of Education-Career/Vocational Technical Education unit is coordinating career and technical education programs with other federal programs to ensure non-duplication by regular consultations with the State Directors of other federal

programs within the Massachusetts Department of Education and the Community Colleges Executive Office. It is important to note that the Massachusetts Department of Education, and the Massachusetts Board of Higher Education have as a high priority the establishment of seamless education PreK-12. A critical element is student-level data sharing for which a system is underdevelopment that includes student-level career and technical education data elements. It is also essential to note that the Massachusetts Board of Education and the Massachusetts Department of Education have embraced career and technical education and include the State Director of Career/Vocational Technical Education in policy discussions as appropriate such as the recent graduation initiative to improve graduation rates and the MASSCORE initiative which suggests that school districts adopt graduation requirements consistent with admission requirements for Massachusetts' four-year state colleges.

B. Other Department Requirements

1. Massachusetts submits the following:

(a)

Description of the Student Definitions that Massachusetts will use for “Participants” and “Concentrators” for the Secondary Core Indicators.

Response:

Participants (Secondary): A secondary level student who has completed one school year in a career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education.

Concentrators (Secondary): A secondary level student who has completed two or more years in a career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education

Description of the Student Definitions that Massachusetts will use for “Participants” and “Concentrators” for the Postsecondary/adult Core Indicators.

Response:

Participants (Postsecondary): A postsecondary level student who has completed a short-term career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education consisting of 12 credits or less that terminates in the award of an industry-recognized credential, or a certificate.

Concentrators (Postsecondary): A postsecondary level student who has completed at least 12 academic or technical course credits in a career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education and that terminates in the award of an industry-recognized credential, a certificate, or a degree.

(b) Description of the Baseline Data for the Core Indicators using Data from the Most-Recently Completed Program Year.

Response:

- Computing the Baseline for Core Indicator 1S1 (Secondary Academic Attainment English Language Arts) by:

☐ Using as the numerator the number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (MCAS assessment) based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year 2005-2006, left secondary education.

☐ Using as the denominator the number of CTE concentrators who took the ESEA assessment (MCAS) in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year 2005-2006, left secondary education.

• Computing the Baseline for Core Indicator 1S2 (Secondary Academic Attainment Mathematics) by:

☐ Using as the numerator the number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act (MCAS Assessment) based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year 2005-2006, left secondary education.

☐ Using as the denominator the number of CTE concentrators who took the ESEA assessment in mathematics (MCAS assessment) whose scores were included in the State's computation of AYP and who, in the reporting year 2005-2006, have left secondary education.

• Computing the Baseline for Core Indicator 4S1 (Secondary School Completion i.e. graduation) by:

☐ Using as the numerator the number of CTE concentrators who, in the reporting year 2005-2006, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

☐ Using as the denominator the number of CTE concentrators who, in the reporting year 2005-2006, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

(c) Description of the Proposed Performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit confirms that Massachusetts will use Massachusetts' AMOs under the ESEA. The Massachusetts Department of Education-Career/Vocational Technical Education unit requests that the Regional Accountability Specialist pre-populate the forms in Part C with Massachusetts' AMOs for the 2007-08 and 2008-09 program years

and send the forms to the Massachusetts State Director of Career/Vocational Technical Education final completion.

2. Identification of the Career and Technical Education Programs for which Massachusetts has Technical Skill Assessments, the Estimated Percentage of Students who will be Reported in Massachusetts' calculation of Career and Technical Education Concentrators who Took Assessments, and Massachusetts' Plan for Increasing the Coverage of Career and Technical Education Programs and Students Reported in this Indicator in Future Program Years.

Response: The Massachusetts Department of Education is currently in the process of developing technical skill assessments for each of the programs that have a Vocational Technical Education Framework as listed below in the table titled 43 Vocational Technical Education Frameworks.

The technical assessments are scheduled to be implemented during the 2009-2010 school year to the high school class of 2010. It is estimated that approximately 5 % of career and technical education concentrators will be reported in Massachusetts' calculation of career and technical concentrators who were assessed. The Massachusetts Department of Education anticipates that the percentage in each ensuing year will increase as a result of efforts by the Massachusetts Department of Education to gain necessary funding and efforts to show the value of the assessments to students, business, industry and ultimately the economy.

43 VOCATIONAL TECHNICAL EDUCATION FRAMEWORKS

Each Framework consists of six strands as follows:

Strand One – Safety and Health Knowledge and Skills

Strand Two – Technical Knowledge and Skills

Strand Three – Embedded Academic Knowledge and Skills

Strand Four – Employability Knowledge and Skills

Strand Five – Management and Entrepreneurship Knowledge and Skills

Strand Six – Technological Knowledge and Skills

Agriculture & Natural Resources Occupational Cluster
Agricultural Mechanics
Animal Science
Environmental Science & Technology
Horticulture
Arts & Communication Services Occupational Cluster
Design & Visual Communications
Graphic Communications
Radio & Television Broadcasting
Business & Consumer Services Occupational Cluster
Cosmetology
Fashion Technology
Marketing
Office Technology
Construction Occupational Cluster
Cabinetmaking
Carpentry
Electricity
Facilities Management
Heating-Ventilation-Air Conditioning-Refrigeration
Masonry & Tile Setting
Painting & Design Technologies
Plumbing
Sheet Metalworking
Education Occupational Cluster
Early Education and Care

Health Services Occupational Cluster
Dental Assisting
Health Assisting
Medical Assisting
Hospitality & Tourism Occupational Cluster
Culinary Arts
Hospitality Management
Information Technology Services Occupational Cluster
Information Support Services & Networking
Programming & Web Development
Manufacturing, Engineering & Technological Occupational Cluster
Biotechnology
Drafting
Electronics
Engineering Technology
Machine Tool Technology
Major Appliance Installation/Repairing
Metal Fabrication & Joining Technologies
Robotics and Automation Technology
Stationary Engineering
Telecommunications - Fiber Optics
Transportation Occupational Cluster
Automotive Collision Repair & Refinishing
Automotive Technology
Diesel Technology
Marine Service Technology
Power Equipment Technology

VI. TECH-PREP PROGRAMS

A. Statutory Requirements

1. Description of the Competitive Basis Massachusetts will use to Award Grants to Tech-Prep Consortia.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit is using a competitive basis to award grants to Tech-Prep Consortia. The description of the competitive basis is contained in the enclosed Request for Proposals titled "Perkins IV Tech-Prep Transition 2007-2008."

B. Other Department Requirements

1. Copy of the Local Application Form used by Massachusetts to Award Tech-Prep Funds to Consortia and a Copy of the Review Criteria used to Select Winning Consortia.

Response: The Request for Proposals titled “Perkins IV Tech-Prep Transition 2007-2008” as well as the document titled “Tech-Prep Scoring Rubric for Proposals” are enclosed with this document.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Description of How Massachusetts will Allocate Funds it Receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)].

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit is using the formula as prescribed in Section 131 for secondary and Section 132 for postsecondary as reflected on PERKINS IV BUDGET TABLE - PROGRAM YEAR 1 that is provided in Part B of this document.

2. Specific Dollar Allocations made available by Massachusetts for Career and Technical Education Programs under section 131(a)-(e) of the Act and how the Allocations are Distributed to Local Educational Agencies, Area Career and Technical Education Schools, and Educational Service Agencies within Massachusetts. [Section 131(g)].

Response: Due to the fact that the census data to be used and the final allocation for Massachusetts are not yet available, the Massachusetts Department of Education-Career/Vocational Technical Education unit will provide this list as soon as it is available.

3. Description of How Massachusetts will Allocate any of the funds under section 131(a)-(e) of the Act among any Consortia that will be Formed among Secondary Schools and Eligible Institutions, and how Funds will be Allocated among the Members of the Consortia, including the Rationale for such Allocation.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education unit will, after approving a request to form a consortium as specified in the applicable Request for Proposals allocate funds under section 131(a)-(e) of Perkins IV to a consortium that will be formed among secondary schools and eligible institutions by consolidated the individual allocations of each member. The consortium shall develop and implement a joint Perkins IV Local Plan and single grant application Plan that is subject to review and approval by the Massachusetts Department of Education-Career/Vocational Technical Education unit. Each consortium may allocate the funds awarded to each consortium to its members based on the dollar amount for required joint activities and services identified in the consortium’s Local Plan. Perkins IV funds awarded to a consortium shall be used only for the activities and services that are mutually beneficial to members of the consortium. Funds may not be provided to

individual members of the consortium (as a “pass-through”) for purposes and programs benefiting one member of the consortium.

4. Description of How Massachusetts will Adjust the Data used to Make the Allocations to Reflect any Change in School District Boundaries that May have Occurred Since the Population and/or Enrollment Data was Collected, and Include Local Educational Agencies Without Geographical Boundaries, such as Charter Schools and Secondary Schools Funded by the Bureau of Indian Affairs.

Response: Massachusetts has not had any change in school district boundaries including local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs since the population and/or enrollment data was collected.

5. Description of any Proposed Alternative Allocation Formula(s) Requiring Approval by the Secretary.

Response: Massachusetts will not propose an alternative allocation formula.

B. Other Department Requirements

1. Massachusetts’ Detailed Project Budget, using the forms provided in Part B of the State Plan Guide.

Response: The PERKINS IV BUDGET TABLE - PROGRAM YEAR 1 is provided in Part B of this document.

2. Massachusetts’ List of Allocations made to Consortia (secondary and postsecondary) from Funds Available under Sections 112(a) and (c) of the Act.

Response:

Due to the fact that the census data to be used and the final allocation for Massachusetts are not yet available, the Massachusetts Department of Education-Career/Vocational Technical Education unit will provide this list as soon as it is available.

3. Description of the Secondary and Postsecondary Formulas used to Allocate Funds Available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.

Response:

Secondary: The Massachusetts Department of Education-Career/Vocational Technical Education will use the formula as prescribed in Section 131(a)(c)(e)(f) of Perkins IV for allocating funds available under Section 112(a) of Perkins IV, and thus will not seek a waiver for more equitable distribution.

Postsecondary: The Massachusetts Department of Education-Career/Vocational Technical Education will use the formula as prescribed in Section 132(a) of Perkins IV for allocating funds available under Section 112(a) of Perkins IV, and thus will not seek a waiver for more equitable distribution.

4. Describe the Competitive Basis or Formula to be used to Award Reserve Funds under Section 112(c) of the Act.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education will not award reserve funds.

5. Description of the Procedures used to Rank and Determine Eligible Recipients Seeking Funding under Section 112(c) of the Act.

Response: The Massachusetts Department of Education-Career/Vocational Technical Education will not award reserve funds.

6. Description of the Procedures used to Determine Eligible Recipients in Rural and Sparsely Populated Areas under section 131(c)(2) or 132(a)(4) of the Act.

Response:

Secondary: In consideration of the fact that Section 131 (c) (2) states the eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs; and demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part, the Massachusetts Department of Education-Career/Vocational Technical Education unit has announced (see italicized language below) in the Request for Proposals titled “Perkins Act Allocation Grant Program - Secondary.”

Eligible school districts with an estimated allocation of less than \$15,000 may address a letter to the State Director of Career/Vocational Technical Education to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum. The letter should be mailed to Margie Roberts at the address below by Friday, May 11, 2007.

While the Massachusetts Department of Education-Career/Vocational Technical Education unit has not received a request for a waiver in the past, the unit is prepared to implement the following procedures should such a request be made:

- review the local education agency to determine if the area in which the local education agency is a rural sparsely populated area such as an island, or an area in the Massachusetts Berkshire mountainous area that would make joint programs, services and activities unfeasible due to traveling distances and traveling conditions including those during severe winters.
- review the public charter school operating secondary school career and technical education programs to determine if there are other charter schools that would form or join a consortium or whether there are public non-charter schools that form or join a consortium. The charter school would be required to provide documentation of attempts to gain other public charter schools or public non-charter school to form or join a consortium.

Postsecondary: In consideration of the fact that Section 132 (a) (4) states that the eligible agency may waive the application of paragraph (3)(A)(i) in any case in which the eligible institution is located in a rural, sparsely populated area, the Massachusetts Department of Education-Career/Vocational Technical Education unit has for each year of prior Perkins Act computed an allocation of \$50,000 or more for each Massachusetts public two-year college thus making this provision moot for Massachusetts public two-year colleges. In addition, all school districts with postsecondary programs for which Pell grants are applied have formed a consortium for the purposes of a joint Local Plan to meet the

minimum, and would welcome the addition of new members if they became Pell eligible and were computed for a postsecondary allocation, thus making the waiver provision moot. Nevertheless, the Massachusetts Department of Education-Career/Vocational Technical Education unit has for program year 2007-2008 made the following public announcement (see italicized language below) in the Request for Proposals titled “Perkins Act Allocation Grant Program FY2008 Postsecondary.”

School districts and public two-year colleges with an estimated postsecondary allocation of less than \$50,000 may address a letter to the State Director of Career/Vocational Technical Education to request authorization to form or join a consortium to meet the minimum. The letter should be mailed to Margie Roberts at the address below by Friday, May 11, 2007.

III. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

1. Massachusetts provides written and signed certification that—

(a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] *[Note: The term ‘eligible agency’ means a **State board** designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.]*

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

(h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

B. Other Assurances

1. You must submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if Massachusetts implements that review process under Executive Order 12372 (See 34 CFR 79)
Response: Massachusetts does not participate in the intergovernmental review process, and therefore is not listed on the Office of Management and Budget (OMB) Intergovernmental Review (SPOC List).
2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]
Response: The completed and signed ED Form 80-0013 is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.
3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]
Response: The completed and signed Assurance for Non-Construction Programs Form is enclosed in the package titled EDGAR CERTIFICATIONS \ AND OTHER ASSURANCES.
4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.
5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.
6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Response: The completed and signed assurance is enclosed in the package titled EDGAR CERTIFICATIONS AND OTHER ASSURANCES.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES	
A. Total Title I Allocation to the State	\$18,392,738
B. Amount of Title II Tech-Prep Funds to Be Consolidated with Title I Funds	\$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$18,392,738
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line Cx89.1%</i>)	\$16,400,000
1. Reserve (<i>not more than 10% of Line D</i>)	\$0
a. Secondary Programs (% of <i>Line D</i>)	\$0
b. Postsecondary Programs (% of <i>Line D</i>)	\$0
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$16,400,00
a. Secondary Programs (71% of <i>Line D.2</i>)	\$11,644,000
b. Postsecondary Programs (29% of <i>Line D.2</i>)	\$4,756,000
E. Leadership (not more than 10%) (<i>Line Cx7.4%</i>)	\$1,349,363
a. Nontraditional Training and Employment (\$60,000)	
b. Corrections or Institutions (\$183,927)	
F. State Administration (not more than 5%) (<i>Line C x3.5%</i>)	\$643,375
G. State Match (<i>from non-federal funds</i>)¹	\$643,375

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$1,649,446
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$1,649,446
D. Tech-Prep Funds Earmarked for Consortia	\$1,561,446
a. Percent for Consortia (<i>Line D divided by Line C</i>) [92%]	
b. Number of Consortia Estimated: 12	
c. Method of Distribution (<i>check one</i>):	
_____ Formula	
X Competitive	
E. Tech-Prep Administration	\$88,000
a. Percent for Administration (<i>Line E divided by Line C</i>) [5.3%]	

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants - A secondary level student who has completed one school year in a career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education.

Concentrators - A secondary level student who has completed two or more years in a career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education.

B. Postsecondary/Adult Level

Participants - A postsecondary level student who has completed a short-term career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education consisting of 12 credits or less that terminates in the award of an industry-recognized credential, or a certificate.

Concentrators - A postsecondary level student who has completed at least 12 academic or technical course credits in a career and technical education program that meets the Carl D. Perkins Career and Technical Education Act of 2006 definition of career and technical education and that terminates in the award of an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year 2005-2006, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment (MCAS assessment) in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year 2005-2006, left secondary education.</p>	State and Local Administrative Records	B:44.25%	L: Will be pre-populated at the request of the State A:	L: Will be pre-populated at the request of the State A:

<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act (MCAS assessment) based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year 2005-2006, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics (MCAS assessment) whose scores were included in the State's computation of AYP and who, in the reporting year 2005-2006, have left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B: 39.06%</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the State</p> <p>A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: The number of CTE concentrators enrolled in state-approved vocational technical education programs that received a certificate indicating completion of the state-approved program. Denominator: The number of CTE concentrators enrolled in state-approved vocational technical education programs.	State and Local Administrative Records	B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: The number of CTE concentrators enrolled in state-approved vocational technical education programs who receive a high school diploma and a certificate indicating completion of the state-approved programs. Denominator: The number of CTE concentrators who receive a high school diploma.	State and Local Administrative Records	B:	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year 2005-2006, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year 2005-2006, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	State and Local Administrative Records	B:83.80%	L: Will be pre-populated at the request of the State A:	L: Will be pre-populated at the request of the State A:

<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: The number of CTE concentrators who completed a career and technical education program who are in postsecondary education, or advanced training or registered apprenticeship programs, in military service, or in employment 9 –12 months after graduation. Denominator: The number CTE concentrators who completed a career and technical education program and who responded to the follow-up survey.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: The number of CTE participants enrolled in career and technical education programs that would prepare them for careers that would be nontraditional for their gender. Denominator: The total number of individuals enrolled in career and technical education programs that would prepare individuals for careers that would be nontraditional for the gender of the CTE concentrators enrolled in such CTE programs.	State and Local Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: The number of CTE concentrators who completed career and technical education programs that prepared them for careers that are nontraditional for their gender. Denominator: The total number of individuals who completed career and technical education programs that prepared individuals for careers that are nontraditional for the gender of the CTE concentrators enrolled in such CTE programs.	State and Local Administrative Records	B:	L: A:	L: A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: The number of for credit technical courses completed by all CTE concentrators matriculated in career and technical education programs. Denominator: The number of for credit courses technical attempted by all CTE concentrators matriculated in career and technical education programs.	State and Local Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: The number of full-time, first-time matriculated CTE concentrators who completed a career and technical Associate degree or certificate program or received an industry-recognized credential within four years. Denominator: The number of full-time, first-time CTE concentrators who matriculated into a career and technical Associate degree or certificate program.	State and Local Administrative Records	B:	L: A:	L: A:

3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: The number of full-time, first-time matriculated CTE concentrators who completed a career and technical education Associate degree or certificate program or transferred to a baccalaureate degree program within four years.</p> <p>Denominator: The number of full-time, first-time CTE concentrators who matriculated into a career and technical education Associate degree or certificate program.</p>	State and Local Administrative Records	B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: The number of CTE concentrators who completed a career and technical education program who are in postsecondary education, or advanced training or registered apprenticeship programs, in military service, or in employment 9 – 12 months after graduation.</p> <p>Denominator: The number of CTE concentrators who completed a career and technical education program who responded to the follow-up survey.</p>	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: The number of CTE participants enrolled in career and technical education programs would prepare them for careers that would be nontraditional for their gender.</p> <p>Denominator: The total number of individuals enrolled in career and technical education programs that would prepare individuals for careers that would be nontraditional for the gender of the CTE concentrators enrolled in such CTE programs.</p>	State and Local Administrative Records	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: The number of CTE concentrators who completed career and technical education programs that prepared them for careers that are nontraditional for their gender.</p> <p>Denominator: The total number of individuals who completed career and technical education programs that prepared individuals for careers that are nontraditional for the gender of the CTE concentrators enrolled in such CTE programs.</p>	State and Local Administrative Records	B:	L: A:	L: A:

**Copy of the Local
Application Form used by
Massachusetts to Award
Tech-Prep Funds to
Consortia**

**Copy of the Review Criteria
used to Select Winning
Consortia.**



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Grants and Other Financial Assistance Programs: FY2008

Perkins IV Tech-Prep Transition 2007-2008

Fund Code: 468

Introduction:	This federal Request for Proposals (RFP) is issued pursuant to Title II of the new Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV).
Purpose:	The purpose of this RFP is to solicit proposals from consortia comprised of public high schools and public two-year colleges that have programs that meet the Perkins IV definition of Career and Technical Education, and that will provide high quality, data driven Tech-Prep services to member public high schools and public two-year colleges consistent with the required priorities contained herein.
Priorities:	<p>REQUIRED PRIORITIES - PROGRAM YEAR 2007- 2008</p> <p>Consortia responding to this RFP will apply for funds to implement the required priorities. The RP code must be used when completing the Required Priorities Narrative under PART III - Required Program Information.</p> <p>1RP Ensure that program(s) for which, and in which, Tech-Prep services are provided meet the Perkins IV definition of Career and Technical Education and are of the size, scope, and quality to be effective.</p> <p>2RP Ensure that students reported in Student Information Management System (SIMS), the Career/Vocational Technical Education Graduate One-Year Follow- up Report, and the Public Two-Year College Career and Technical Education Report as students registered in Tech-Prep are enrolled in programs that meet the Perkins IV definition of Career and Technical Education and are of the size, scope, and quality to be effective.</p> <p>3RP Ensure the equitable participation of students from special populations in Tech-Prep.</p> <p>4RP Ensure that accurate and timely Tech-Prep data are reported in SIMS, the Career/Vocational Technical Education Graduate One-Year Follow-up Report, and the Public Two-Year College Career and Technical Education Report.</p> <p>5RP Ensure that each student who is registered in Tech-Prep has completed the Tech- Prep Student Registration Form that includes a parent/guardian signature.</p> <p>6RP Ensure that each student who is registered in Tech-Prep has a Career Plan that includes identification of the articulation agreements that are linked to the Career/ Vocational Technical Education program in which the student is enrolled.</p>







- 7RP** Ensure that a system is developed/implemented to ensure that high school students who are registered in Tech-Prep are provided with college advising prior to and upon enrollment in the college.
- 8RP** Ensure that appropriate high school and public two-year college staff collaborate in developing Program of Study Grids for each program in the high school that meets the Perkins IV definition of Career and Technical Education and is of such size, scope, and quality to be effective.
- 9RP** Ensure that a system is developed/implemented to make certain that articulation agreements are current and promoted and are of such quality to benefit students. Such a system would be adopted by the high school with its college partners.
- 10RP** Ensure that each high school student who is registered in Tech-Prep is provided with the opportunity to participate in college placement testing (CPT) early enough to receive remediation services based on CPT results and that such remediation, when called for, is documented as a goal in the student's Career Plan.
- 11RP** Ensure that onsite college days are provided to students who are registered in Tech-Prep and that they receive information on:
- a. the academic and technical course/program requirements for success in program specific careers;
 - b. the pre-requisites for matriculating into specific programs;
 - c. the benefits of the Commonwealth Transfer Compact and Joint Admissions program;
 - d. the benefits and process for awarding articulated credit; and
 - e. for students enrolled in Chapter 74-approved Vocational Technical Education programs, the Massachusetts state college and state university policy regarding admission of vocational technical education students.
- 12RP** Ensure that information on registered apprenticeship programs is provided to high school guidance counselors and is disseminated to students/parents/guardians.
- 13RP** Ensure that Program of Study Grids are used by counselors, teachers, and parents/guardians in assisting students with the development of Career Plans.
- 14RP** Ensure that high school and public two-year Tech-Prep Site Coordinators are licensed school counselors, career counselors, or educators trained in career guidance and counseling.

ADDITIONAL ACTIVITIES - PROGRAM YEAR 2007-2008

Consortia responding to this RFP may apply for funds to implement additional activities consistent with Perkins IV Title II Tech-Prep

	Education Section 203 (c).
Eligibility:	<p>Tech-Prep consortia that are funded for program year 2006-2007 are eligible to submit a proposal, provided that a narrative that includes outcomes to date for program year 2006-2007 is submitted with the proposal.</p> <p>Proposed new consortia comprised of two or more public high schools and one or more public two-year college(s) that have programs that meet the Perkins IV definition of Career and Technical Education are eligible to submit a proposal provided that a community college would be the lead agency and host of the consortium office.</p>
Funding:	<p>Approximately \$1,400,000 is available statewide. All funding is contingent upon receipt of funds from the United States Department of Education. Funding is from the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270.</p> <p>Funding and the level of funding will be based on the quality and appropriateness of the information submitted pursuant to PART III - REQUIRED PROGRAM INFORMATION of this RFP.</p> <p>The Department reserves the right to fund or not fund consortia that were funded previously. The Department may fund new consortia.</p>
Fund Use:	<ol style="list-style-type: none"> 1. Funds that are awarded shall be used pursuant to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270. 2. Funds that are awarded shall be used according to the approved proposal and approved Standard Contract Form and Application for Program Grants. Pre-approval from the Department is required for any modification in fund use. 3. Personnel paid with funds that are awarded for this grant program shall only engage in activities that are part of this Tech-Prep grant program when they are scheduled to be working on this grant program. 4. The addition of new high schools or colleges to consortium membership shall be pre-approved by the Department and in no case shall funds be provided to high schools or colleges that are not approved for membership. 5. Grant funds may not be expended for out-of-state travel without written approval from the Department. 6. Grant funds shall not be used to supplant state or local funds. 7. Grant funds shall not be used for entertainment. <p>Grant funds shall not be used for food unless it is necessary and the cost is reasonable. Food for professional development activities and other program improvement activities may be fundable when the activity overlaps a mealtime or for simple refreshment when it would be impractical or relatively inconvenient for the participants to purchase</p>

	<p>sustenance. For example, an all day professional development session may require a simple lunch and an afternoon snack to avoid the need for participants to leave the premises, disrupting the work and missing the lunchtime speaker.</p> <p>Grant funds shall be used only for professional development that is high quality, sustainable, intensive, and that is designed to have a positive and lasting impact. One-day or short-term workshops or conferences are not fundable.</p> <p>Grant funds shall not be used for promotional items and memorabilia, including models, gifts, and souvenirs.</p> <p>Consistent with the Priorities of this RFP, funds may be requested for the following.</p> <ol style="list-style-type: none"> 1. All funds requested must be necessary and appropriate. 2. Salary/fringe for one FTE or less Tech-Prep Consortium Coordinator 3. Salary/fringe for other consortium staff 4. Stipends for Tech-Prep Site Coordinators in member public high schools and public two-year colleges 5. Stipends for consortium member staff 6. Substitutes for consortium member staff 7. Travel for consortium staff and consortium member staff 8. Transportation of students who are registered in Tech-Prep 9. Printing/reproduction 10. Telephone/utilities 11. Indirect costs
Project Duration:	9/1/2007 - 8/31/2008
Program Unit:	Career/Vocational Technical Education
Contact:	Karen DeCoster kdecoster@doe.mass.edu
Phone Number:	(781) 338-3115
Date Due:	<p>Friday, May 11, 2007</p> <p>Competitive proposals must be received at the Department by 5:00 p.m. on the date due.</p>
Required	

Forms:	  Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants)  Part II Budget Detail Pages (Include both pages) - Instructions   Part III - Required Program Information
Additional Information:	<ul style="list-style-type: none"> • Reference - Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 at http://www.doe.mass.edu/cte/perkins/ • Reference - Massachusetts Tech-Prep Manual for Consortia and Site Coordinators Superintendents and Principals at http://www.doe.mass.edu/cte/techprep/ • Reference - Massachusetts Career Plan Checklist found at www.doe.mass.edu/cd/plan/checklist.doc  • Scoring Rubric - Available upon request. (See Contact information above.)
Submission Instructions:	<p>Submit three (3) sets, each with an original signature of the College President or Superintendent by the date due and time listed above. In addition, email one set by the date due and time listed above. The emailed set need not include a signature.</p> <p>Mail to:</p> <p>Margie Roberts Career/Vocational Technical Education Massachusetts Department of Education 350 Main Street Malden, MA 02148-5023</p> <p>Email to: mroberts@doe.mass.edu</p> <p>It is recommended that, if the proposal is hand delivered, a time stamped receipt be obtained.</p>

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TECH-PREP SCORING RUBRIC for PROPOSALS

Name of Grant Program: Perkins IV Tech-Prep Transition 2007-2008

Fund Code: 468

Proposal Submitted by (Consortium): _____

	Point Value	Multiplier	Points Awarded to Existing Consortia	Points Awarded to Proposed New Consortia
1. The extent to which the Consortium Board roster meets the requirements contained in the Massachusetts Tech-Prep Manual for Consortia and Site Coordinators Superintendents and Principals. (Required Program Information #1)	0 to 5	1		
2. The extent to which the Consortium Board Signature Page meets the requirements of the RFP. (Required Program Information #2)	0 to 5	1		
3. The extent to which the schedule of proposed meetings of the Consortium Board for program year 2007-2008 is appropriate to accomplish the priorities of the RFP. (Required Program Information #3)	0 to 5	1		
3. The extent to which existing Consortium Board meeting agendas and minutes for meetings held in program year 2006-2007 were appropriate to accomplish the goals of the approved proposal for program year 2006-2007. (Required Program Information #3)	0 to 5	1		
4. The extent to which proposed new Consortium Board meeting agendas for meetings to be held in program year 2007-2008 are appropriate to accomplish the goals of the proposal for program year 2007-2008. (Required Program Information #3)	0 to 5	1		
5. The extent to which the Tech-Prep Site Coordinator roster and the resumes for each coordinator demonstrate that each Tech-Prep Site Coordinator will be either a licensed school counselor, career counselor or other educator trained in career guidance and counseling. If the Tech-Prep Site Coordinators are not yet identified, the extent to which the description of the process that will be used to ensure that each Tech-Prep Site Coordinator will be either a licensed school counselor, career counselor or other educator trained in career guidance and counseling. (Required Program Information #4)	0 to 5	1		
6. The extent to which the narrative description of the involvement of the Consortium Board members in the development of the proposal, and the extent to which the Board members will provide oversight and assistance to the Tech-Prep Consortium Coordinator, and the Tech-Prep Site Coordinator within their high school or college is appropriate to accomplish the priorities of the RFP. (Required Program Information #5 Section One)	0 to 5	1		
7. The extent to which the narrative description of the role of the Tech-Prep Site Coordinators, and the extent to which the narrative regarding how the Tech-Prep Consortium Coordinator will provide oversight and assistance to the Tech-Prep Site Coordinators in each member high school and college demonstrates that the required priorities of the RFP will be met. (Required Program Information #5 Section Two)	0 to 5	2		
8. The extent to which the data analysis narrative demonstrates that an analysis of the existing or proposed consortium's membership, program, enrollment and outcome data was used in planning activities and budget expenditures. (Required Program Information #5 Section Three)	0 to 5	2		
9. The extent to which the narrative regarding how the consortium will implement each of the Required Priorities for Program Year 2007-2008 demonstrates that the required priorities of the RFP will be met. (Required Program Information #5 Section Four)	0 to 5	4		

10. The extent to which the budget demonstrates that the required priorities of the RFP will be met. . (Required Program Information #6)	0 to 5	1			

0 points means the proposal did not identify, explain, or describe that which was requested

1 point means the submitter attempted to identify, explain, or describe that which was requested. However, it was clear to the reviewer that very little thought or research as applicable to the criterion was conducted.

2 points means the submitter attempted to identify, explain, or describe that which was requested. However, it was clear to the reviewer that only slightly more than a little thought or research as applicable to the criterion was conducted.

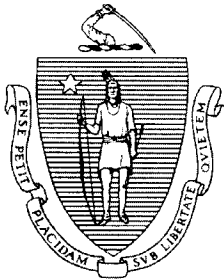
3 points means the submitter identified, explained, or described that which was requested. However, it was clear to the reviewer that an average amount of thought or research as applicable to the criterion was conducted.

4 points means the submitter identified, explained, or described that which was requested. However, it was clear to the reviewer that above average amount of thought or research as applicable to the criterion was conducted

5 points means the submitter identified, explained, or described that which was requested. However, it was clear to the reviewer that way above average amount of thought or research as applicable to the criterion was conducted

III. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

(SEE ATTACHED)



The Commonwealth of Massachusetts

Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

1. a. – h. EDGAR CERTIFICATIONS

1. Massachusetts provides written and signed certification that—

(a) The State Plan is submitted by the Massachusetts Department of Education, which is Massachusetts State agency that is eligible to submit the State Plan. [34 CFR 76.104(a)(1)] *[Note: The term 'eligible agency' means a **State board** designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

(b) The Massachusetts Department of Education is the State agency has authority under Massachusetts State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

(c) Massachusetts may carry out each provision of the State Plan. [34 CFR 76.104(a)(3)]

(d) All provisions of the State Plan are consistent with Massachusetts State law. [34 CFR 76.104(a)(4)]

(e) A State officer, specified by title in the certification, has authority under Massachusetts State law to receive, hold, and disburse Federal funds made available under the State Plan. [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

(g) The agency that submits the plan has adopted or otherwise formally approved the State Plan. [34 CFR 76.104(a)(7)]

(h) The State Plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

NAME OF APPLICANT: Massachusetts Department of Education

PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

Jeffrey Wheeler, State Director of Career/Vocational/Technical Educ.

SIGNATURE

DATE

4-26-07

MA
4-26-07

B.2. ED Form 80-0013

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GRANTS & CONTRACTS**Grants Policy****Nonprocurement Debarment and Suspension**

Grants Policy Bulletin #12

Issue Date: December 7, 1998**Purpose**

To provide U.S. Department of Education (ED) discretionary grant teams (teams) with guidance for compliance with 34 Code of Federal Regulations (CFR) Part 85, *Government-wide Debarment and Suspension*.

Background

34 CFR Part 85, published May 26, 1988, and effective October 1, 1988, implements the policy of the Federal government to conduct business with responsible persons only. Sections 85.505 and 85.510 set forth ED's and participants' (note 1) responsibilities under the regulations. Administrative Communications System (ACS) Departmental Directive C:GPA:1-105, Nonprocurement Debarment and Suspension, dated September 25, 1991, establishes the procedures and outlines the responsibilities within ED for executing the policy.

The teams are responsible for obtaining certifications and reviewing the publication, *List of Parties Excluded from Federal Procurement and Nonprocurement Programs*, (the List), prior to obligating and awarding grants. For the most current information, teams must consult the List on the following website: <http://www.arnet.gov/eplis>. (note 2)

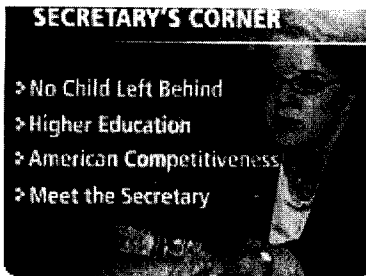
Policy

This policy applies to all discretionary grant and cooperative agreement applications recommended for funding. Teams will establish procedures for ensuring that each recommended application includes a signed ED Form 80-0013, *Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters, and Drug-Free Workplace Requirements*, prior to obligation. The teams must ensure that the original signature is in the official grant file. Photocopies or facsimiles are unacceptable.

Teams will establish procedures for reviewing the List to ascertain if the prospective participant(s) are debarred, suspended, ineligible, or voluntarily excluded. The procedures will also provide for checking the List for principals (note 3) or lower tier participants where agency approval is required. (If approval is required, this will be specified as a special clause in the Notification of Grant Award.) Teams will follow the procedures established in the *Nonprocurement Debarment and Suspension* directive when a participant or principal is identified on the List.

The revised Grants Policy Bulletin #12 replaces Grants Policy Bulletin #12 dated December 30, 1996.

Blanca Rosa Rodriguez, Director
Grants Policy and Oversight Staff
Office of the Chief Financial Officer



Attachment

ED Form 80-0013, *Certifications Regarding Lobbying, Debarment Suspension, and Other Responsibility Matters and Drug-Free Workplace Requirements*

(note 1): The regulations define a participant as any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction. 34 CFR 85.105. For the purposes of this bulletin, a participant is an applicant for a grant or cooperative agreement.

(note 2): Upon accessing the site, you are required to state your name. Additionally, you will be prompted to read and accept the "Compliance with the Computer Matching and Privacy Act of 1998" each time you visit the site.

(note 3): The regulations define a principal as an officer, director, owner, partner, key employee, or other person within a participant with primary management or supervisory responsibility; or a person who has a critical influence on or substantive control over a covered transaction, whether or not employed by the participant. Principal investigators are persons who have a critical influence on or substantive control over a covered transaction. 34 CFR 85.105.



Related Topics:

- Key Policy Letters

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in

connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

- (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
- (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address, City, County, State, Zip code)

Massachusetts Department of Education
350 Main St.
Malden, MA 02148

Check ☐ if there are workplaces on file that are not identified here.

B. 3.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

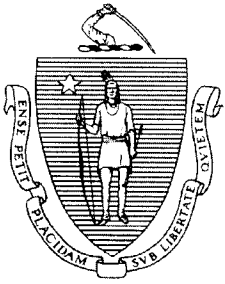
NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE <i>State Director of Career/Vocational/Technical Education</i>
APPLICANT ORGANIZATION <i>Massachusetts Department of Education</i>	DATE SUBMITTED <i>April 26, 2007</i>



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 4. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that the Massachusetts Department of Education will comply with the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 and the provisions of the Massachusetts State Plan for Career and Technical Education, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

NAME OF APPLICANT: Massachusetts Department of Education
PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

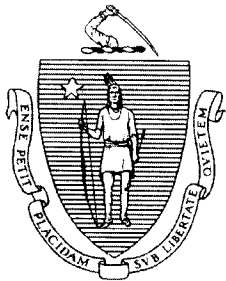
Jeffrey Lechele, State Director of Career/Vocational Technical Education

SIGNATURE

DATE

Jeffrey Lechele

4-26-07



The Commonwealth of Massachusetts

Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 5. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that the none of the funds expended under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

NAME OF APPLICANT: Massachusetts Department of Education

PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

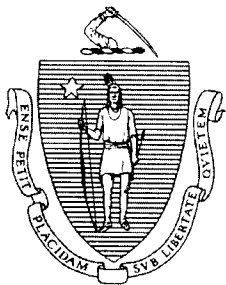
Jeffrey Wheeler, State Director of Career/Vocational/Technical Education

SIGNATURE

Jeffrey Wheeler

DATE

4-26-07



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 6. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that the Massachusetts Department of Education will waive the minimum allocation as required in section 131(c)(1) of the Carl D. Perkins Career and technical Education Improvement Act of 2006 P.L. 109-270 in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

NAME OF APPLICANT: Massachusetts Department of Education

PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

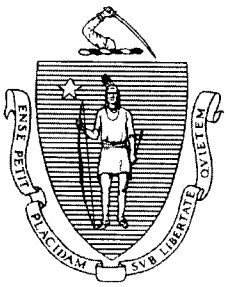
Jeffrey Uher, State Director of Career/Vocational Technical Educ

SIGNATURE

DATE

Jeffrey Uher

4-26-07



The Commonwealth of Massachusetts

Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 7. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that the Massachusetts Department of Education will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

NAME OF APPLICANT: Massachusetts Department of Education

PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

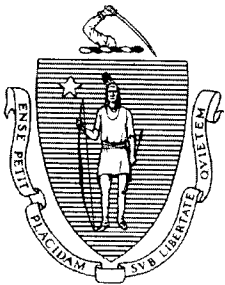
Jeffrey Wheeler, Spk Director of Career/Vocational Technical Educ.

SIGNATURE

DATE

Jeffrey Wheeler

4-26-07



The Commonwealth of Massachusetts

Department of Education

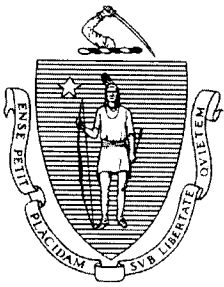
350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 8. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that the Massachusetts Department of Education and eligible recipients that use funds under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

NAME OF APPLICANT: Massachusetts Department of Education PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE: <i>T. Grey Wheeler, State Director of Career/Vocational Technical Education</i>	
SIGNATURE <i>T. Grey Wheeler</i>	DATE <i>4-26-07</i>



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 9. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that the Massachusetts Department of Education, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

NAME OF APPLICANT: Massachusetts Department of Education

PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

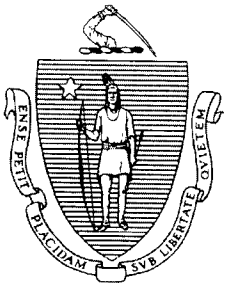
Jeffrey Wheeler, State Director of Career/Vocational Technical Education

SIGNATURE

DATE

Jeffrey Wheeler

4-26-07



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

B. 10. STATEMENT OF ASSURANCE

The Massachusetts Department of Education assures the United States Department of Education that that eligible recipients that receive an allotment under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

NAME OF APPLICANT: Massachusetts Department of Education

PROJECT NAME: Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

Jeffrey Wheeler, State Director of Career/Vocational Technical Education

SIGNATURE

DATE

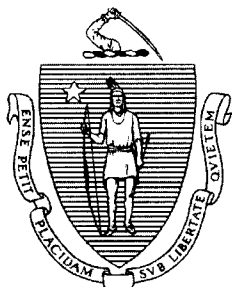
Jeffrey Wheeler

4-26-07



MASSACHUSETTS
DEPARTMENT *of*
EDUCATION

Carl D. Perkins Career and Technical
Education Improvement Act of 2006
One-Year Transition Local Plan Package
for Public Two -Year Colleges
for School Year 2007-2008
(Fiscal Year 2008)



Massachusetts Department of Education

Career/Vocational Technical Education Unit
350 Main Street, Malden, MA 02148
781-338-3910 TTY 800-439-0183 (or 711)
Internet www.doe.mass.edu/cte/
e-mail careervoctech@doe.mass.edu

Message from the State Director of Career/Vocational Technical Education

March 14, 2007

Dear Colleagues:

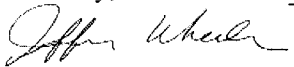
The new Carl D. Perkins Career and Technical Education Improvement Act Public Law 109-270 (Perkins IV) became law in August 2006. There are several areas in Perkins IV that require the development of policy guidance by the United States Department of Education - Office of Vocational and Adult Education (OVAE). Note that OVAE may promulgate regulations pertaining to certain aspects of Perkins IV. While it would be ideal to have fully developed policy guidance and regulations at this time, such is not the case. I will keep you informed on guidance and regulations.

This spring, the Massachusetts Department of Education will submit a Perkins IV One-Year Transition State Plan to OVAE, followed by a Perkins IV Five-Year State Plan next year. Public two-year colleges, school districts and consortia will submit a Perkins IV One-Year Transition Local Plan to the Massachusetts Department of Education by May 11, 2007, followed by a Perkins IV Five-Year Local Plan one year later. The development of the Perkins IV Five-Year State Plan will include involvement from stakeholders and public hearings.

Each spring since the development of their Local Plan under Perkins III, public two-year colleges and the Perkins Postsecondary Consortium, have submitted a Local Plan Update to the Massachusetts Department of Education. As part of the Update process, colleges and the consortium analyzed their core indicator data, and developed improvement plans for meeting core indicator goals for students, including those who are members of special populations. Last spring, extensive information was reported in the Update including the status of teaching of all aspects of the industry, and the implementation of secondary - postsecondary linkages and career planning.

The requirements set forth in this document for the Perkins IV One-Year Transition Local Plan mirror to the extent that is required, the requirements for the Perkins IV One-Year Transition State Plan while at the same time building on the momentum gained under Perkins III in improving career and technical education programs. The focus is on articulating how the planning for Perkins IV would be implemented and collecting certain information that will inform the planning process, while at the same time ensuring that the progress made in improving career and technical education programs for all students continues seamlessly during the transition year.

Sincerely,



Jeffrey Wheeler

State Director of Career/Vocational Technical Education

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Instructions and Definitions

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Part 2 - Planning, Coordination and Collaboration

Part 3 - Special Population Assurances

Part 4 - Professional Development

Part 5 - Secondary - Postsecondary Linkages

Part 6 - Core Indicators and Improvement Plans

Part 7 - Budget Summaries

Appendix:

Instructions for Standard Contract Form and Application for Program Grants

Disclaimer

The official Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) is implemented by the Massachusetts Department of Education. A link to the official Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>. Public two-year college/school district/consortium staff should review Perkins IV in its entirety and not rely solely on excerpts contained in this package.

Eligibility

In order to be eligible to prepare and submit Perkins IV One-Year Transition Local Plan for the postsecondary level, school districts and public two-year colleges must have programs that meet the Perkins IV definition of career and technical education and have a secondary estimated allocation computed by the Department of Education to be at least \$50,000.

Eligible public two-year colleges and school districts with an estimated allocation of less than \$50,000 may address a letter to the State Director of Career/Vocational Technical Education to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum. The letter should be mailed to Margie Roberts at the address below by **Friday, May 11, 2007**.

Margie Roberts
Massachusetts Department of Education
Career/Vocational Technical Education Unit
350 Main Street
Malden, MA 02148-5023

Request for Proposals

The Request for Proposals titled Perkins Act Allocation Grant Program FY2008 - *Postsecondary* (Fund Code 401) applicable to the Perkins IV One-Year Transition Local Plan is posted at <http://finance1.doe.mass.edu/Grants/>.

Technical Assistance

Each public two-year college and school district has a liaison in the Career/Vocational Technical Education unit who will provide technical assistance, upon request. The list of liaisons is posted at www.doe.mass.edu/cte/ under "Contact CVTE Staff." Note that Jeffrey Wheeler will provide technical assistance for the Perkins IV One-Year Transition Local Plan for the postsecondary level until further notice.

Professional Development

Quality professional development consistent with the requirements set forth in Perkins IV is of paramount importance. The Career/Vocational Technical Education unit is committed to providing a clearinghouse consisting of professional development resources that recipients of Perkins IV funds may acquire with Perkins IV allocation grant funds or other funds. Statewide professional development is being tentatively planned for college/school year 2007-2008 and will include professional development related to gender equity, Career Plans and lesson planning. Public two-year college and school district staff may contact John McDonagh regarding professional development needs and recommendations for the clearinghouse. jmcdonagh@doe.mass.edu or jmcdonagh@cvtepd.org. Mr. McDonagh may also be contacted by phone at 781-863-1863 or 781-338-3954.

Allocation Dollar Amounts

Allocation dollar amounts will not be available until late spring. Public two-year college and school district staff should complete the **Draft Budget Summary** using their FY07 allocation dollar amount. Jeffrey Wheeler will notify the college/district/consortium official listed in Part 1 regarding the FY08 allocation dollar amount.

Format for Submissions

The **Perkins IV One-Year Transition Local Plan Form** must be submitted electronically by email. Name the electronic file LP college/district/consortium name & date. Example: **LPGreenfieldCC5/11/07**. Note that Part 1 – Information and Certification Page must be submitted by regular mail due to the fact that original signatures are required.

The **Standard Contact Form and Application for Program Grants** will be submitted by regular mail.

Due Dates

- The completed **Perkins IV One-Year Transition Local Plan Form** is due by May 11, 2007. Submit one electronic copy to Margie Roberts at mroberts@doe.mass.edu. The original copy of the Information and Certification Page must be sent by regular mail to:
Margie Roberts
Massachusetts Department of Education
Career/Vocational Technical Education Unit
350 Main Street
Malden, MA 02148
- The completed **Standard Contact Form and Application for Program Grants** is due by the due date announced by Jeffrey Wheeler when he notifies the college/district/consortium official listed in Part 1 of the FY08 allocation dollar amount.
- **Local plans and grant applications submitted or approved after September 1, 2007 can legally claim expenses to the grant only from the date of final Department approval.**
- **Failure to file the Perkins IV One-Year Transition Local Plan Form and/or the Standard Contract Form and Application for Program Grants (or corrected/revised form, supplementary materials or application) by the due dates may result in the college/district/consortium not receiving for Perkins IV allocation funds.**

References

Carl D. Perkins Career and Technical Education Improvement Act Public Law 109-270 (Perkins IV) at <http://www.doe.mass.edu/cte/perkins/>.

Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>.

Review Process

Phase 1: The liaison in the Career/Vocational Technical Education unit for the college/district/consortium will review the **Perkins IV One-Year Transition Local Plan Form** and the **Standard Contract Form and Application for Program Grants** as submitted. During this phase, the liaison will be in contact with the college/district/consortium official for the Plan regarding any questions that she/he may have and any refinements that need to be made. During this phase, the liaison will consult with the supervisor in the Career/Vocational Technical Education unit responsible for local plans.

Phase 2: The supervisor will review the Plan with the liaison, and if necessary the liaison will contact with the college/district/consortium official for the Plan regarding any questions that arise and any refinements that need to be made.

Phase 3: The Plan will be deemed acceptable when all requirements are met. Acceptable means that the Plan has met at least the minimum requirements for acceptance. Note that the Plan will not be approved and that by deeming the Plan to be acceptable, the Massachusetts Department of Education is not endorsing or approving any elements of the Plan or the products or services referenced therein.

Perkins IV One-Year Transition Local Plan Form

INSTRUCTIONS and DEFINITIONS

1. Review the following:
 - Results of most recent Perkins and Civil Rights Reviews
 - Perkins III Local Plan and Updates
 - Perkins IV Manual at www.doe.mass.edu/cte/perkins.
 - College/District/Consortium Professional Development Plan
 - Advisory Committee meeting minutes
 - Results of local reviews/evaluations of programs
 - Grants for Schools: Getting Them and Using Them, A Procedural Manual on the DOE's Grants: Information website at <http://finance1.doe.mass.edu/Grants/>.
2. Analyze the college/district/consortium Perkins III core indicator data.
2. Complete the Perkins IV One-Year Transition Local Plan Form according to the directions embedded on the form.
3. Submit the Perkins IV One-Year Transition Local Plan Form on or before the due date.
4. Complete the Standard Contract Form and Application for Program Grants when Jeffrey Wheeler provides the college/district/consortium official with the allocation amount.
5. Submit the Standard Contract Form and Application for Program Grants or before the due date to be provided by Jeffrey Wheeler when the allocation dollar amount is provided.

DEFINITIONS

The definitions applicable to Perkins IV are contained in the Act itself that is available at www.doe.mass.edu/cte/perkins. Note that widely referenced definitions such as that for career and technical education and those for special populations are also in the Perkins IV Manual at www.doe.mass.edu/cte/perkins.

- Perkins IV One-Year Transition Local Plan – The Perkins IV One-Year Transition Local Plan consists of the Perkins IV One-Year Transition Local Plan Form, the Standard Contract Form and Application for Program Grants as well as any supplementary materials that may be provided.
- For this document, the 2006-2007 school year is from 9/1/06-8/31/07.
- For this document, the 2007-2008 school year is from 9/1/07-8/31/08.

PERKINS IV ONE-YEAR TRANSITION LOCAL PLAN FORM

Part 1 – Information and Certification Page

Information Section:

College/District/Consortium: _____

Name of College/District/Consortium Official for this Plan: _____

Title of College/District/Cosortium Official for this Plan: _____

Telephone: (_____) _____ E-Mail: _____

Certification Section: (Note: If a consortium, each member college and school district shall have the appropriate officials certify below – add additional lines to accommodate consortium as necessary. Plans without required signature will be rejected.)

We certify that we have been involved in the development of this Perkins IV One-Year Transition Local Plan and that we will be involved in the implementation of the Plan.

Name of President/Superintendent: _____

Signature of President/Superintendent: _____ Date: _____

Name of College/District **Official** for Guidance and Counseling:

Signature of College/District **Official** for Guidance and Counseling:

_____ Date: _____

Name of College/District **Official** for Services for Students with Disabilities:

Signature of College/District **Official** for Services for Students with Disabilities:

_____ Date: _____

Name of College/District Official for Services for Students with Limited English Proficiency:

Signature of College/District **Official** for Services for Students with Limited English Proficiency:

_____ Date: _____

Signature of College/District **Official** for this Update:

_____ Date: _____

Date Update Received (for DOE use, only):

Part 2 – Planning, Coordination and Collaboration

Introduction: Planning, coordination and collaboration among all stakeholders is essential in the implementation of Perkins IV.

Directions: Summarize in the table below, the extent to which the individuals listed in the Information and Certification Page were involved with the development of the Perkins IV One-Year Transition Local Plan and how they will be involved with the implementation of the Plan. In addition, summarize in Table One, the extent to which the individuals listed in the Information and Certification Page as well as academic and technical teachers, administrators, guidance counselors and other stakeholders as appropriate will be involved with the development of the Perkins IV Five-Year Local Plan and how they will be involved with the implementation of the Plan.

Table - Planning, Coordination and Collaboration

IMPROVEMENT PLAN for Core Indicator III

For Students in CTE Programs who are Single Parents* or Displaced Homemakers

The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs who are single parents* or displaced homemakers (if goal of 95.05% was not met for students in CTE programs who are single parents* or displaced homemakers)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

** Includes single pregnant women*

Part 3 – Special Population Assurances

Introduction: It is essential that Perkins IV serve individuals who are members of special populations.

Directions: Describe in the table below, how individuals who are members of special populations will be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. In addition, describe how individuals who are members of each individual special population will be provided with services designed to enable the special population to meet or exceed each core indicators of performance. Plans that lump all special populations together will be rejected.

Table - Special Population Assurances

Part 4 – Professional Development

Introduction: Professional development is essential.

Directions: Describe in the table below, every professional development activity that was funded with Perkins III allocation funds for college/school year 2006-2007 (FY07). Include a description of how the professional development relates to the core indicators. Describe in the table below, every professional development activity that would be funded with Perkins IV allocation funds for college/school year 2007-2008 (FY08). Include a description of how the professional development would relate to the core indicators.

Table - Professional Development

Part 5 – Secondary - Postsecondary Linkages

Introduction: It is essential that secondary and postsecondary programs including registered apprenticeship programs be linked.

Directions: Provide in the table below a list of articulation agreements for high school career and technical education programs and the date on which they were last reviewed for currency. Provide the number of high school students who received articulated credit on their college transcript between September 1, 2005 and August 31, 2006.

Table - Secondary - Postsecondary Linkages

Part 6 – Core Indicators and Improvement Plans

Core Indicator I Section

Core Indicator I - Academic & Technical Achievement - In the following table, report the number (numerator) (# of for-credit academic and technical courses completed by the applicable population of matriculated CTE students during the fall semester 2005 (as of Oct 1, 2005). Report the number (denominator) (# of for-credit academic and technical courses attempted by the applicable population of matriculated CTE students during the fall semester 2005 (as of Oct 1, 2005). Compute the results % by dividing the numerator by the denominator and record the results in Column 3. If the college/consortium result in Column 3 is less than 76.24% an improvement plan is required for each special population category (1-6 below) that was below 76.24%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Column 4 7/1/05-6/30/06 Goal	Column 5 76.24% Goal Met? Y/N
Category 1 All Students in CTE				76.24%	
Category 2 Students in CTE with Disabilities				76.24%	
Category 3 Students in CTE with Limited English Proficiency				76.24%	
Category 4 Students in CTE with Economic Disadvantages				76.24%	
Category 5 Single Parent*/Displaced Homemaker Students in CTE				76.24%	
Category 6 Students in Programs Nontraditional by Gender				76.24%	

**Includes single pregnant women*

Core Indicator II Section

Core Indicator II - Attainment of an Associate Degree; Postsecondary Certificate; Full-Time, First-Time CTE Students (Fall 2002 Cohort) - In the following table, report the numerator (# of full-time, first-time CTE students (from the established fall 2002 cohort) by their applicable population category who received a degree or certificate, transferred or were still enrolled as of October 1, 2006). Report the number (denominator) (# of full-time, first-time CTE students by their applicable population category who matriculated into a CTE associate degree or certificate program during the fall semester 2002 (as of Oct. 1, 2002). Divide the numerator by the denominator. Record the results % result in Column 3.

If the result is less than 48.72% an improvement plan is required for each special population category (1-6 below) that was below 48.72%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Column 4 7/1/05-6/30/06 Goal	Column 5 48.72% Goal Met? Y/N
Category 1 All Students in CTE				48.72%	
Category 2 Students in CTE with Disabilities				48.72%	
Category 3 Students in CTE with Limited English Proficiency				48.72%	
Category 4 Students in CTE with Economic Disadvantages				48.72%	
Category 5 Single Parent*/Displaced Homemaker Students in CTE				48.72%	
Category 6 Students in Programs Nontraditional by Gender				48.72%	

* Includes single pregnant women

Core Indicator III Section

Core Indicator III - Positive Placement - In the following table, report the numerator which is the actual number of 2005 CTE graduates who were in a job, in the military or enrolled in additional education 9 months after graduation; and the denominator which is the number of 2005 CTE graduates who responded to the nine month survey.

Calculate the results for Column 3. Data should be reported for all students in CTE programs and for each of the special population category. If the result is less than 95.05% an improvement plan is required for each special population category (1-6 below) that was below 95.05%. The format for improvement plans is provided below in the Improvement Plan Section.

	Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Column 4 Statewide 7/1/05-6/30/06 Goal	Column 5 95.05% Goal Met? Y/N
Category 1 All Students in CTE				95.05%	
Category 2 Students in CTE with Disabilities				95.05%	
Category 3 Students in CTE with Limited English Proficiency				95.05%	
Category 4 Students in CTE with Economic Disadvantages				95.05%	
Category 5 Single Parent*/Displaced Homemaker Students in CTE				95.05%	
Category 6 Students in Programs Nontraditional by Gender				95.05%	

** Includes single pregnant women*

Core Indicator IV Section

Core Indicator IV-A (student enrollment in programs that would prepare them for careers that would be nontraditional for their gender) - In the following table, report the number (numerator) of students enrolled in CTE programs on October 1, 2006 that were meant to prepare them for careers that would be nontraditional for their gender. Report the total number (denominator) of students enrolled in the same CTE programs on October 1, 2006.

Divide the numerator by the denominator and record the result below in Column 3. If the result is less than 15.82% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

College/Consortium			Column 4	Column 5
Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Statewide 7/1/05- 6/30/06 Goal	15.82% Goal Met? Y/N
			15.82%	

Core Indicator IV-B (student completion of programs that prepared them for careers that are nontraditional for their gender) - In the following table, report the total number (numerator) of students who completed CTE programs in 2006 that prepared them for careers that are nontraditional for their gender. Report the total number (denominator) of students who completed the same CTE programs in 2006.

Divide the numerator by the denominator and record the result below in Column 3. If the result is less than 13.00% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

College/Consortium			Column 4	Column 5
Column 1 Numerator	Column 2 Denominator	Column 3 Results %	Statewide 7/1/05- 6/30/06 Goal	13.00% Goal Met? Y/N
			13.00%	

Improvement Plans Section

IMPROVEMENT PLAN for Core Indicator I For all Students in CTE Programs The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for all students in CTE programs (if goal of 76.247% was not met for all students in CTE programs)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator 1 For Students in CTE Programs with Disabilities The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with disabilities (if goal of 76.24% was not met for students in CTE programs with disabilities) Projected Outcomes			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator I For Students in CTE Programs with Limited English Proficiency The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with limited English proficiency (if goal of 76.24% was not met for students in CTE programs with limited English proficiency)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator 1 For Students in CTE Programs with Economic Disadvantages The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with economic disadvantages (if goal of 76.24% was not met for students in CTE programs with economic disadvantages)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator 1 For Students in CTE Programs who are single parents* or displaced homemakers The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs who are single parents* or displaced homemakers (if goal of 76.24% was not met for students in CTE programs who are single parents* or displaced homemakers)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

** Includes single pregnant women*

IMPROVEMENT PLAN for Core Indicator 1

For Students in CTE Programs that are Preparing for Careers that are Nontraditional for their Gender

The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs that are preparing them for careers that are nontraditional for their gender (if goal of 76.24% was not met for students in CTE programs that are preparing them for careers that are nontraditional for their gender)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator II

For all Students in CTE Programs

The Department will reject local plan updates and associated grant applications that provide inadequate plans.

1. Improvement Plan for all students in CTE programs (if goal of 48.72% was not met for all students in CTE programs)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

**IMPROVEMENT PLAN for Core Indicator II
For Students in CTE Programs with Disabilities**

The Department will reject local plan updates and associated grant applications that provide inadequate plans.

Improvement Plan for students in CTE programs with disabilities (if goal of 48.72% was not met for students in CTE programs with disabilities)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator II

For Students in CTE programs with limited English Proficiency

The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with limited English proficiency (if goal of 48.72% was not met for students in CTE programs with limited English proficiency)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

<div><div>IMPROVEMENT PLAN for Core Indicator II</div><div>For Students in CTE Programs with Economic Disadvantages</div><div>The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with economic disadvantages (if goal of 48.72% was not met for students in CTE programs with economic disadvantages)</div></div>				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

IMPROVEMENT PLAN for Core Indicator II For Students in CTE Programs who are Single Parents* or Displaced Homemakers The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs who are single parents* or displaced homemakers (if goal of 48.72% was not met for students in CTE programs who are single parents* or displaced homemakers)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

** Includes single pregnant women*

IMPROVEMENT PLAN for Core Indicator II For Students in CTE Programs that are Preparing them for Careers that are Nontraditional for their Gender The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs that are preparing them for careers that are nontraditional for their gender (if goal of 48.72% was not met for students in CTE programs that are preparing them for careers that are nontraditional for their gender)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III For all Students in CTE programs The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for all students in CTE programs (if goal of 95.05% was not met for all students in CTE programs)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III For Students in CTE Programs with Disabilities The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with disabilities (if goal of 95.05% was not met for students in CTE programs with disabilities.)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III

For Students in CTE Programs with Limited English Proficiency

The Department will reject local plan updates and associated grant applications that provide inadequate plans.
Improvement Plan for students in CTE programs with limited English proficiency (if goal of 95.05% was not met for students in CTE programs with limited English proficiency.)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III

For Students in CTE Programs with Economic Disadvantages

The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with economic disadvantages (if goal of 95.05% was not met for students in CTE programs with economic disadvantages.)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III

For Students in CTE programs that are Preparing them for Careers that are Nontraditional for their Gender

The Department will reject local plan updates and associated grant applications that provide inadequate plans.

Improvement Plan for students in CTE programs that are preparing them for careers that are nontraditional for their gender (if goal of 95.05% was not met for students in CTE programs that are preparing them for careers that are nontraditional for their gender)

Goals	Activities	Timelines	Projected Outcomes
-------	------------	-----------	--------------------

1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator IV - A Nontraditional Enrollment The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan (if goal of 15.82% was not met)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

IMPROVEMENT PLAN for Core Indicator IV - B Nontraditional Completion The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan (if goal of 13.00% was not met)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

Part 7 – Budget Summaries

Fund Use Codes for the Required Uses of Funds and Permissive Uses of Funds

Fund Use Code

Nine Required Uses of Funds

The official Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) contains the complete description of the required uses of funds A link to the official Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>.

- A. 1. strengthening the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs
- B. 2. linking career and technical education at the secondary level and career and technical education at the postsecondary level
- C. 3. providing students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.....
- D. 4. developing, improving, or expanding the use of technology in career and technical education.....
- E. 5. providing professional development to teachers, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs.....
- F. 6. developing and implementing evaluations of career and technical education programs, including an assessment of how the needs of special populations are being met.
- G. 7. initiating, improving, expanding, and modernizing quality career and technical education programs, including relevant technology ..
- H. 8. providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency
- I. 9. all services and activities that provided with Perkins IV funds must be of sufficient size, scope and quality to be effective

Fund Use Code

Twenty Permissive Uses of Funds

The official Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) contains the complete description of the permissive uses of funds A link to the official Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>.

- J. 1. involving parents, businesses and labor organizations in the design, implementation and evaluation of programs.
- K. 2. providing career guidance and academic counseling for students.
- L. 3. developing local education and business partnerships
- M. 4. providing programs (services) for special populations
- N. 5. assisting career/vocational technical student organizations.
- O. 6. providing mentoring and support services.....

- P. 7. leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications
- Q. 8. providing teacher preparation programs that address the integration of academic and career and technical education.
- R. 9. developing and expanding postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education.
- S. 10. developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs..
- T. 11. providing activities to support entrepreneurship education and training
- U. 12. improving or developing new career and technical education courses..
- V. 13. developing and supporting small, personalized career-themed learning communities
- W. 14. providing support for family and consumer sciences programs
- X. 15. providing career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts..
- Y. 16. providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job
- Z. 17. supporting training and activities (such as mentoring and outreach) in nontraditional fields
- AA. 18. providing support for training programs in automotive technologies
- BB. 19. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives,
- CC. 20. Support other career and technical education activities that are consistent with the purpose of this Act
- DD. Administrative Funds (limited to 5% of grant)

COLLEGE/SCHOOL YEAR 2006-2007 (FY 07) BUDGET SUMMARY SECTION

Directions: Use college/school year 2006-2007 (FY 07)) Standard Contract Form and Application for Program Grants - Part II Project Expenditures - Budget Detail Pages approved by the Career/Vocational Technical Education unit as a guide. In column 1, record each college/school year 2006-2007 expenditure made through February 28, 2007 (except fringe benefits and indirect costs). In column 2, record the applicable Fund Use Code. In column 3, record the core indicator impacted as a result of the expenditure(s). In column 4, provide a brief description of the outcomes achieved as a result of the expenditures.

Budget Item	Col. 1 Expenditure	Col. 2 Fund Use Code	Col. 3 Core Indicator	Col. 4 Outcomes
1. Administrators:				
Supervisor/Director				
Project Coordinator				
Stipends				
2. Instructional/ Professional Staff:				
Stipends				
3. Support Staff:				
Aides/Paraprof.				
Secretary/Bookkeeper				
Other				
4. Fringe Benefits:				
5. Contractual Services:				
Consultants				
Specialists				
Teachers				
Speakers				
Other				

Substitutes					
6. Supplies and Materials:					
Textbooks & Instructional Materials					
Instructional Technology including Software					
Non-Instructional Supplies					
7. Travel:					
Supervisory Staff					
Instructional Staff					
Other					
8. Other Costs:					
Advertising					
Maintenance Repairs					
Memberships/ Subscriptions					
Printing/Repro.					
Transportation of Students					
Telephone/Utilities					
Rental of Space					
Rental of Equipment					
9. Indirect Costs:					
10. Equipment:					
Instructional Equipment					
Non-Instructional Equipment					

COLLEGE/SCHOOL YEAR 2007-2008 (FY 08) DRAFT BUDGET SUMMARY

Directions: Use the Standard Contract Form and Application for Program Grants - Part II Project Expenditures - Budget Detail Pages as a guide. In column 1, record each proposed college/school year 2007-2008 budget amount. In column 2, record the Fund Use Code. In column 3, record the core indicator(s) that would be impacted as a result of the expenditure(s). In column 4, provide a brief summary indicating how the expenditures would impact the core indicator(s).

Proposed Budget Item	Col. 1 Proposed Budget Amount	Col. 2 Fund Use Code	Col. 3 Core Indicator	Col. 4 Brief Summary
1. Administrators:				
Supervisor/Director				
Project Coordinator				
Stipends				
2. Instructional/ Professional Staff:				
Stipends				
3. Support Staff:				
Aides/Paraprof.				
Secretary/Bookkeeper				
Other				
4. Fringe Benefits:				
5. Contractual Services:				
Consultants				
Specialists				
Teachers				
Speakers				
Other				
Substitutes				
6. Supplies and Materials:				
Textbooks &				

Instructional Materials					
Instructional Technology including Software					
Non-Instructional Supplies					
7. Travel:					
Supervisory Staff					
Instructional Staff					
Other					
8. Other Costs:					
Advertising					
Maintenance Repairs					
Memberships/ Subscriptions					
Printing/Repro.					
Transportation of Students					
Telephone/Utilities					
Rental of Space					
Rental of Equipment					
9. Indirect:					
10. Equipment:					
Instructional Equipment					
Non-Instructional Equipment					

JUSTIFICATION FOR NOT USING PERKINS IV FUNDS for the REQUIRED USES in COLLEGE/SCHOOL YEAR

If a proposed budget items (as outlined above) is not one of the required uses of funds, an explanation/justification must be provided below. For example, the college/district may be devoting non-Perkins funds for the use. *(Add additional lines as needed.)*

Required Use by Fund Use Code	Non-Perkins \$ Amount	Explanation/Justification
A.		
B.		
C.		
D.		
E.		
F.		
G.		
H.		
I. Note: All services and activities provided with Perkins IV funds must be of sufficient size, scope and quality to be effective.		

APPENDIX

INSTRUCTIONS

STANDARD APPLICATION FOR FY2006 PROGRAM GRANTS

Use the application forms posted at <http://finance1.doe.mass.edu/Grants/>

General Instructions: Submission of proposals is to be made directly to the program unit that manages them, allowing for more rapid distribution to readers and review and approval of proposals.

Standard Contract Form and Application for Program Grants (Parts I and II)

Part I A-C: General Descriptor Information

A separate signature page signed by an authorized signatory will be needed for each program unit.

Required information includes:

- applicant agency name, address, and telephone number, four-digit district code;
- source and type of funding being applied for;
- beginning and end dates of the grant programs;
- the original signature of the authorized signatory; and
- date signed.

Part II: Project Expenditures

The Budget Detail Page (Part II) contains *applicant agency contact person* information, including:

- name of applicant agency, four-digit district code;
- fund code of grant program; and
- name, address, telephone number, and e-mail address of the applicant agency contact person.

Specific budgetary information structured in an object of expenditure or line item format and containing sufficient sub-line item information to comply with the relevant laws is required.

A grant application contains Parts I, II, and III, depending on the unique requirements of the grant program. In addition, a set of standardized schedules has been developed for the purpose of collecting supplemental information for certain programs and projects. Please refer to the Request for Proposals to determine which, if any, schedules are required to be filed with the application for funding.

A federal Statement of Assurances certification document is required for most federal grants. This document is sent to superintendents/directors in a separate mailing and is to be returned to Grants Management.

Grant recipients are advised that:

- separate and auditable records must be maintained for *each* project;
- payrolls must be supported by time and attendance records;
- salaries and wages of employees chargeable to more than one grant program must be supported by time distribution records; and
- funds must be administered in compliance with relevant federal, state, and local laws, regulations, and policies.

PART I GENERAL DESCRIPTOR INFORMATION – SPECIFIC INSTRUCTIONS

- A. Legal name and address of applicant agency.
- B. Application for program funding: Indicate the amount of each proposal being applied for in the AMOUNT REQUESTED column and enter total amount requested.
- C. The appropriate and responsible representative (i.e., the superintendent, collaborative director, or chief executive officer of an agency) must sign the certification, indicating his/her typed name, title, and the date signed. In the absence of the above named officials, an assistant superintendent or similar administrator, depending on the agency, may sign provided that he/she has been delegated this authority.

PART II PROJECT EXPENDITURES – DETAIL INFORMATION – SPECIFIC INSTRUCTIONS

The budgetary section of the Standard Application contains financial information to support project expenditures. Its purpose is to provide budgetary information, using a line item or object of expenditure format. Section II, the Budget Detail pages, requires detail information for the sublines of each project. All amounts on budget lines must be rounded to whole dollars; no cents allowed.

If the space provided on the detail page is insufficient to supply the requested information, attach additional sheets as necessary. However, please make every effort to use only the space provided. Many programs now require a budget narrative to accompany the Part II, Budget Detail pages.

There is sufficient detail in the budget format to cover most costs to be included in a project. However, all allowable items may not be listed (these can be included under line 8. *Other Costs*) and certain listed items may not be allowable under all grant programs. Refer to the Request for Proposals or contact the appropriate representative of the Department if you have any questions regarding particular costs.

Part II Project Expenditures – Budget Detail Pages

APPLICANT AGENCY AND STAFFING CATEGORY INFORMATION: A – I

Please provide all appropriate, requested information.

1. **Fund Code** - Request for Proposals Fund Code
2. **Applicant Agency Name** – Applicant agencies should provide the full, legal name of the school district or organization that is applying for grant funds. Names of individuals are not acceptable.
District Code – Applicant agency code
Contact Person – Name of person within the applicant agency that can be contacted regarding programmatic or budgetary questions. **A contact person should be available in July and August for grants scheduled to begin September 1.**
Address – Applicant agency address, including Zip Code
E-Mail Address – Applicant agency contact person's e-mail address
- C. **Assignment Through Schedule A** - Check this box **ONLY** if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.
- D. **Staffing Categories** - List the title of the staff employed under the project. In identifying the title, relate the title to any certification or licensing standards that may be required for the position, where possible.
- E. **Number of Staff** - Indicate the actual number of staff (head count) for the positions listed under *Staffing Categories*.
- F. **Full Time Equivalent (FTE)** - Summarize and indicate the time funded as a percentage of full time equivalency for the positions listed under *Staffing Categories*.
- G. **MTRS* (Massachusetts Teachers' Retirement System)** - For positions listed under *Staffing Categories*, check all staff who are members of the Massachusetts Teachers' Retirement System (MTRS). **(Disregard this requirement for state-funded programs.)**
- H. **Amount** - Indicate the amount budgeted for the positions listed under *Staffing Categories*.
- I. **Total** - Indicate the subtotal of the amounts for each line item.

BUDGET LINES ITEMS 1-10

Please provide all appropriate, requested information.

LINE ITEMS:

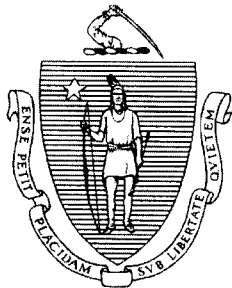
1. **Administrators** - Supervise project staff and/or direct the project. Costs included under this line item must be directly attributable to the project and documented. Supervisory staff who may receive a stipend for grant activities which are over and above their regular responsibilities should be reflected in the *Stipend* box (unless the recipient agency has a policy of paying overtime for such activities).
2. **Instructional/Professional Staff** - Staff who provide direct educational/instructional services under the project. Instructional staff who may receive a stipend for grant activities that are over and above their regular responsibilities should be reflected in the *Stipend* box (unless the recipient agency has a policy of paying overtime for such activities).
3. **Support Staff** - Other staff who provide services necessary to support direct educational/instructional services under the project. Costs included under this line item must be directly attributable to the project and documented.

4. **Fringe Benefits** - If fringe benefits are offered to project staff, these benefits must be granted under approved plans and be consistent with the applicant agency's standards for similar costs supported with other than project funds.
 - 4-a. **MA TEACHERS' RETIREMENT SYSTEM** (Federally-funded grants only) – Indicate the amount of *Fringe Benefits* allocable to the Massachusetts Teachers' Retirement System
 - 4-b. **OTHER FRINGE BENEFITS** Other retirement systems, health insurance, FICA
5. **Contractual Services** - Services that cannot be provided by other full or part-time staff employed by the project. Generally, these services are for a short-term period and provide a specific and identifiable product or service. Recipients must adhere to relevant procurement standards when advertising for or soliciting potential service providers. Some grant programs may place a limit on expenditures for consultant services. Applicants should refer to the RFP or agency contact for specific guidance. Costs for substitutes should be reflected in this budget line. Stipends paid to regular salaried supervisory and instructional staff for activities outside their contracted working hours may also be listed here under OTHER (unless the recipient agency has a policy of paying overtime for such activities).
6. **Supplies and Materials** - Costs necessary to carry out the project. Supplies are defined as expendable personal property having a useful life of less than one year or an acquisition cost of less than \$5,000 per unit.
7. **Travel** - Costs for employees on official business incident to the project. Costs must be consistent with the applicant agency's standards for similar activities supported with other than project funds.
8. **Other Costs:**
 - Advertising** - Costs for newspaper, magazine, radio, television, direct mail, trade paper, or other advertising provided that the costs are solely for: (a) recruitment of personnel required for the project, (b) solicitation of bids for procurement of goods or services required for the project.
 - Maintenance and Repairs** - Costs incurred for maintenance or repair of equipment purchased with project funds necessary to keep it in efficient operating condition.
 - Memberships and Subscriptions** - Costs of membership in civic, business, technical, and professional organizations provided that: (a) the benefit from the membership is related to the project, (b) the expenditure is for agency membership, (c) the cost of the membership is reasonably related to the value received, and (d) the expenditure is not for membership in an organization that devotes a substantial part of its activities to influencing legislation. Also include here the cost of software licenses.
 - Printing and Reproduction** - Costs incurred for printing and reproduction services necessary for project administration, including forms, reports, manuals, and informational literature.
 - Transportation** - Costs related to the project for pupil travel to and from school, between schools and in and around school buildings, and for appropriate field trips or site visits, etc.
 - Telephone/Utilities** - Direct costs for telephone/telecommunications service and utility expenses that relate exclusively to the project.
 - Rental of Space/Equipment** - Direct costs for rental of space/equipment that relate exclusively to the project, provided that the total cost does not exceed the rental costs for similar space or equipment supported with other than project funds.
9. **Indirect Costs** - For all school districts in Massachusetts, costs must be consistent with the rate established by the Department's Office of School Finance. For other than school systems, applicant agencies must comply with provisions of CFR 34 S.76.561. (Please note that indirect costs are not allowable under certain grant programs. If you have any questions regarding this issue, contact the appropriate representative of the Department.)
10. **Equipment** - Costs necessary to carry out the project. Grant Equipment is defined as tangible non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.



MASSACHUSETTS
DEPARTMENT *of*
EDUCATION

Carl D. Perkins Career and Technical
Education Improvement Act of 2006
One-Year Transition Local Plan Package
- Secondary Level -
for School Year 2007-2008
(Fiscal Year 2008)



Massachusetts Department of Education

Career/Vocational Technical Education Unit
350 Main Street, Malden, MA 02148
781-338-3910 TTY 800-439-0183 (or 711)
Internet www.doe.mass.edu/cte/
e-mail careervoctech@doe.mass.edu

Message from the Career/Vocational Technical Education Unit

The new Carl D. Perkins Career and Technical Education Improvement Act Public Law 109-270 (Perkins IV) became law on August 12, 2006. There are several areas in Perkins IV that require the development of policy guidance by the United States Department of Education - Office of Vocational and Adult Education (OVAE). Note that OVAE may promulgate regulations pertaining to certain aspects of Perkins IV. I will keep you informed on policy guidance and regulations.

This spring, the Massachusetts Department of Education will submit a Perkins IV One-Year Transition State Plan to OVAE, followed by a Perkins IV Five-Year State Plan next year. School districts and consortia will submit a Perkins IV One-Year Transition Local Plan to the Massachusetts Department of Education by May 11, 2007, followed by a Perkins IV Five-Year Local Plan one year later. The development of the Perkins IV Five-Year State Plan will include involvement from stakeholders and public hearings.

Each spring since the development of their Local Plan under Perkins III, school districts and consortia have submitted a Local Plan Update for the secondary level to the Massachusetts Department of Education. As part of the Update process, districts and consortia analyzed their core indicator data, and developed improvement plans for meeting core indicator goals for students, including those who are members of special populations. Last spring, extensive information was reported in the Update including the status of teaching of all aspects of the industry, and the implementation of secondary - postsecondary linkages and career planning.

The requirements set forth in this document for the Perkins IV One-Year Transition Local Plan mirror to the extent that is required, the requirements for the Perkins IV One-Year Transition State Plan while at the same time building on the momentum gained under Perkins III in improving career and technical education programs. The focus is on articulating how the planning for Perkins IV would be implemented and collecting certain information that will inform the planning process, while at the same time ensuring that the progress made in improving career and technical education programs for all students continues seamlessly during the transition year.

The Massachusetts Department of Education may request additional information beyond what is required to be submitted in the Perkins IV One-Year Transition Local Plan as policy guidance and regulations are disseminated by OVAE. The expectation is that school district and consortia will submit the information per the timelines that will be announced.

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3-23-07M

Disclaimer

The official Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) is implemented by the Massachusetts Department of Education. A link to the official Perkins IV is posted at <http://www.doe.mass.edu/cte/perkins/>. School district/consortium staff should review Perkins IV in its entirety and not rely solely on excerpts contained in this package.

Eligibility

In order to be eligible to prepare and submit Perkins IV One-Year Transition Local Plan for the secondary level, school districts must have programs that meet the Perkins IV definition of career and technical education and have a secondary estimated allocation computed by the Department of Education to be at least \$15,000.

Eligible school districts with an estimated allocation of less than \$15,000 may address a letter to the State Director of Career/Vocational Technical Education to request a waiver of the minimum, or request authorization to form or join a consortium to meet the minimum. The letter should be mailed to Margie Roberts at the address below by **Friday, May 11, 2007**.

Margie Roberts
Massachusetts Department of Education
Career/Vocational Technical Education Unit
350 Main Street
Malden, MA 02148-5023

Request for Proposals

The Request for Proposals titled Perkins Act Allocation Grant Program FY08 - *Secondary* (Fund Code 400) applicable to the Perkins IV One-Year Transition Local Plan will be posted at <http://finance1.doe.mass.edu/Grants/>.

Technical Assistance

Each school district has a liaison in the Career/Vocational Technical Education unit who will provide technical assistance, upon request. The list of liaisons is posted at www.doe.mass.edu/cte/ under "Contact CVTE Staff."

Professional Development

Quality professional development consistent with the requirements set forth in Perkins IV is of paramount importance. The Career/Vocational Technical Education unit is committed to providing a clearinghouse consisting of professional development resources that recipients of Perkins IV funds may acquire with Perkins IV allocation grant funds or other funds. Statewide professional development is being planned for school year 2007-2008 and will include professional development related to gender equity, Career Plans and lesson planning. School district staff may contact John McDonagh regarding professional development needs and recommendations for the clearinghouse. jmcdonagh@doe.mass.edu or jmcdonagh@cvtepd.org. Mr. McDonagh may also be contacted by phone at 781-863-1863 or 781-338-3954.

Allocation Dollar Amounts

Allocation dollar amounts will not be available until late spring. School district staff should complete the **Draft Budget Summary** using their FY07 allocation dollar amount. The liaison for the district in the Career/Vocational Technical Education unit will notify the district/consortium contact person listed in Part 1 regarding the FY08 allocation dollar amount.

Format for Submissions

The **Perkins IV One-Year Transition Local Plan Form** must be submitted electronically by email. Name the electronic file with LP, fiscal year, district/consortium name and date. Example: **LP08_GrLawrence_5-11-07**. Note that Part 1 – Information and Certification Page must be submitted by regular mail due to the fact that original signatures are required.

The **Standard Contract Form and Application for Program Grants** will be in an electronic workbook that school districts/consortia will download from the DOE website. Completed electronic workbooks will be submitted through the DOE Security Portal. Complete instructions will be posted with the workbook on the DOE website. The **Standard Contract Form and Application for Program Grants** cannot be submitted until the district/consortium contact person is notified by her/his liaison that the **Perkins IV One-Year Transition Local Plan Form** is acceptable.

Due Dates

- The completed **Perkins IV One-Year Transition Local Plan Form** is due by Friday, May 11, 2007. Submit one electronic copy to Margie Roberts at mroberts@doe.mass.edu. The original copy of the Information and Certification Page must be sent by regular mail to:
Margie Roberts
Massachusetts Department of Education
Career/Vocational Technical Education Unit
350 Main Street
Malden, MA 02148
- The completed **Standard Contract Form and Application for Program Grants** is due by the due date announced by the liaison when she/he notifies the district/consortium contact person listed in Part 1 that the **Perkins One-Year Transition Local Plan Form** is acceptable.
- Local plans and **Standard Contract Form and Application for Program Grants** submitted or approved after September 1, 2007 can legally claim expenses to the grant only from the date of final Department approval.
- Failure to file an acceptable **Perkins IV One-Year Transition Local Plan Form** and/or the **Standard Contract Form and Application for Program Grants** (including requested revisions and/or supplementary materials) by the due dates may result in the district/consortium not receiving Perkins IV allocation funds.

References

Carl D. Perkins Career and Technical Education Improvement Act Public Law 109-270 (Perkins IV) at <http://www.doe.mass.edu/cte/perkins/>.

Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>.

Review Process

Phase 1: The liaison in the Career/Vocational Technical Education unit for the district/consortium will review the Perkins IV One-Year Transition Local Plan Form and the Standard Contract Form and Application for Program Grants as submitted. During this phase, the liaison will be in contact with the district/consortium contact person for the Plan regarding any questions that she/he may have and any refinements that need to be made. During this phase, the liaison will consult with the supervisor in the Career/Vocational Technical Education unit responsible for local plans.

Phase 2: The supervisor will review the Plan with the liaison, and if necessary the liaison will contact with the district/consortium contact person for the Plan regarding any questions that arise and any refinements that need to be made.

Phase 3: The Plan will be deemed acceptable when all requirements are met. Acceptable means that the Plan has met at least the minimum requirements for acceptance. Note that the Plan will not be approved and that by deeming the Plan to be acceptable, the Massachusetts Department of Education is not endorsing or approving any elements of the Plan or the products or services referenced therein.

Perkins Local Plan Data Summary Spring 2007

This summary will be obtainable on April 2, 2007 from the DOE Security Portal. Every school district has a Directory Administrator who oversees the district's permissions for the DOE Security Portal. Last spring, each district's Directory Administrator assigned a school district staff person the Perkins Grant Application and Amendments Drop Box security role for submitting the Standard Contract Form and Application for Program Grants and amendments. Note that this same person may download the Perkins Local Plan Data Summary Spring 2007 file from the Perkins Grant Application and Amendments Drop Box. Note that the Directory Administrator may assign a different person or persons this year.

Steps in "Perkins Local Plan Data Summary Spring 2007" Downloading:

Login to the DOE Security Portal.

Next:

- Click Drop Box Central from the list of Applications.
- Select the Perkins Grant Application and Amendments Drop Box and click "Next".
- On the next screen, select your organization and click "Next".

Notes: You should now be in the Perkins Grant Application and Amendments Drop Box, where you can download the "Perkins Local Plan Data Summary Spring 2007" file.

Technical Assistance: Contact Edward Abrams at 781-338-6883 or eabrams@doe.mass.edu.

**Perkins IV
One-Year Transition
Local Plan Form**

INSTRUCTIONS and DEFINITIONS

1. Review the following:
 - Results of most recent Perkins and Civil Rights Reviews
 - Perkins III Local Plan and Updates
 - Perkins IV Manual at www.doe.mass.edu/cte/perkins.
 - District/Consortium Professional Development Plan
 - Advisory Committee meeting minutes
 - Results of local reviews/evaluations of programs
 - Grants for Schools: Getting Them and Using Them, A Procedural Manual on the DOE's Grants: Information website at <http://finance1.doe.mass.edu/Grants/>.
2. Download the district's "Perkins Local Plan Data Summary Spring 2007" from the DOE Security Portal and analyze these and other applicable data.
3. Complete the Perkins IV One-Year Transition Local Plan Form according to the directions listed on the form.
4. Submit the Perkins IV One-Year Transition Local Plan Form on or before the due date.
5. Complete the electronic Standard Contract Form and Application for Program Grants when the liaison provides the district/consortium contact person with the allocation amount and the Perkins IV One-Year Transition Local Plan Form is deemed acceptable.
6. Submit the electronic Standard Contract Form and Application for Program Grants on or before the due date to be provided by the liaison when the allocation dollar amount is provided and the Perkins IV One-Year Transition Local Plan Form is deemed acceptable.

DEFINITIONS

The definitions applicable to Perkins IV are contained in the Act itself that is available at www.doe.mass.edu/cte/perkins. Note that widely referenced definitions such as that for career and technical education and those for special populations are also in the Perkins IV Manual at www.doe.mass.edu/cte/perkins.

- Perkins IV One-Year Transition Local Plan – The Perkins IV One-Year Transition Local Plan consists of the Perkins IV One-Year Transition Local Plan Form, the Standard Contract Form and Application for Program Grants as well as any supplementary materials that may be provided.
- For this document, school year 2006-2007 is from 9/1/06-8/31/07.
- For this document, school year 2007-2008 is from 9/1/07-8/31/08.

PERKINS IV ONE-YEAR TRANSITION LOCAL PLAN FORM

Part 1 – Information and Certification Page

School District/Consortium: _____

School District/Consortium Contact Person for this Plan: _____ Title _____

Telephone: (____) _____ E-Mail: _____

Note: If a consortium/collaborative, each member school district shall have the appropriate officials certify below – add additional lines to accommodate consortium/collaborative members as necessary or submit an individual page for each member school district. Plans without required signatures will be rejected.

We certify that we have been involved in the development of this Perkins IV One-Year Transition Local Plan and that we will be involved in the implementation of the Plan.

Superintendent: _____ Signature: _____ Date: _____

Name of Principal: _____ Signature: _____ Date: _____

District Official for Guidance and Counseling: _____ Signature: _____ Date: _____

District Official for Students with Disabilities: _____ Signature: _____ Date: _____

District Official for Limited English Proficiency: _____ Signature: _____ Date: _____

District Official for Title IX: _____ Signature: _____ Date: _____

Signature of School District/Consortium/Collaborative Contact Person for this Plan: _____ Date: _____

Part 2 – Planning, Coordination and Collaboration

Directions: Summarize in the table below the extent to which the individuals listed in the Information and Certification Page were involved with the development of the Perkins IV One-Year Transition Local Plan and how they will be involved with the implementation of the One-Year Plan. In addition, summarize, the extent to which the individuals listed in the Information and Certification Page as well as academic and technical teachers, administrators, guidance counselors and other stakeholders as appropriate will be involved with the development of the Perkins IV Five-Year Local Plan and how they will be involved with the implementation of the Five-Year Plan.

Table 1 - Planning, Coordination and Collaboration	

Part 3 – Special Population Assurances

Directions: Describe in the table below, how individuals who are members of special populations will be provided with equal access to activities assisted under the Perkins IV, and how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. In addition, describe how individuals who are members of each individual special population will be provided with services designed to enable the special population to meet or exceed each core indicator of performance. Plans that lump all special populations together will be rejected.

Table 2 - Special Population Assurances	

Part 4 – Professional Development

Directions: Describe in the table below, every professional development activity that was funded with Perkins III allocation funds for school year 2006-2007 (FY07). Include the number and type of staff that participated. Include the outcomes of the professional development and the follow-up that was included. Include a description of how the professional development relates to the core indicators.

In addition, describe each professional development activity that would be funded with Perkins IV allocation funds for school year 2007-2008 (FY08). Include the number and type of staff that would participate. Include the planned outcomes. Include a description of how the professional development would relate to the core indicators.

Table 3 - Professional Development

--

Part 5 – Secondary - Postsecondary Linkages

Note: The Perkins IV new definition of articulation agreement increases the expectations for what an articulation agreement is by adding an annual review, noting the agreement must be in writing and requiring approval by the lead secondary and postsecondary administrators. The new sign-off requirement is intended to call attention to the policy issues that prevent smooth transition from secondary to postsecondary.

Directions: Provide in the table below a list of articulation agreements with college and registered apprenticeship career and technical education programs and the date on which they were last reviewed for currency.

Table 4 - Secondary - Postsecondary Linkages

Part 6 – Core Indicators and Improvement Plans

Core Indicator I Section

Academic (Core Subject) Achievement – Core Indicator I

Measure: The number of Class of 2008/first time/10th grade test takers in CVTE programs (FTTT) who passed both English Language Arts (ELA) and mathematics on the first try, divided by the total number of FTTT.

Note that the data for this table is obtainable from the “Perkins Local Plan Data Summary Spring 2007” available from the DOE Security Portal. Refer to page three for instructions on obtaining the data.

If the district’s result is less than 51.44% an improvement plan is required for each special population category (1-4 below) that was below 51.44%. The format for improvement plans is provided in the Improvement Plan Section.

	District’s Class of 2008/First Time/10 th Grade Test Takers				Column 5 Goal of 51.44% Met? Y/N
	Column 1 # of FTTT who Passed both ELA & Mathematics on First Try	Column 2 # of FTTT	Column 3 District's Results %	Column 4 Goal	
Category 1 All Students in CVTE				51.44%	
Category 2 Students in CVTE with Disabilities				51.44%	
Category 3 Students in CVTE with Limited English Proficiency				51.44%	
Category 4 Students in CVTE with Economic Disadvantages				51.44%	

Core Indicator II Section

High School Diploma – Core Indicator II

Measure: Number of students in CVTE programs who received a high school diploma, divided by the number of seniors who were enrolled in CVTE programs for at least two years.

Note that the data for this table is obtainable from the “Perkins Local Plan Data Summary Spring 2007” available from the DOE Security Portal. Refer to page three for instructions on obtaining the data.

If the district's result is less than 93.15% an improvement plan is required for each special population category (1-4 below) that was below 93.15%. The format for improvement plans is provided in the Improvement Plan Section.

	Column 1 District's Results (3 -Year Average) %	Column 2 Goal	Column 3 Goal of 93.15% Met? Y/N
Category 1 All Students in CVTE		93.15%	
Category 2 Students in CVTE with Disabilities		93.15%	
Category 3 Students in CVTE with Limited English Proficiency		93.15%	
Category 4 Students in CVTE with Economic Disadvantages		93.15%	

Core Indicator III Section

Positive Placement – Core Indicator III

Measure: Number of graduates of CVTE programs who are in a job, the military or postsecondary education nine months after graduation, divided by the number of graduates of CVTE programs who responded to the follow-up survey.

Note that the data for this table is obtainable from the “Perkins Local Plan Data Summary Spring 2007” available from the DOE Security Portal. Refer to page three for instructions on obtaining the data.

If the district’s results are less than 95.96% an improvement plan is required for each special population category (1-4 below) that was below 95.96%. The format for improvement plans is provided in the Improvement Plan Section.

	Column 1 District's Results (3-Year Average) %	Column 2 Goal	Column 3 Goal of 95.96 % Met? Y/N
Category 1 All Students in CVTE		95.96%	
Category 2 Students in CVTE with Disabilities		95.96%	
Category 3 Students in CVTE with Limited English Proficiency		95.96%	
Category 4 Students in CVTE with Economic Disadvantages		95.96%	

Core Indicator IV Section

Enrollment in Programs that Prepare Students for Careers that are Nontraditional for their Gender – Core Indicator IV-A

Measure: Number of students enrolled in CVTE programs that were meant to prepare them for careers that are nontraditional for their gender, divided by the total number of students enrolled in the same CVTE programs.

Note that the data for this table is obtainable from the “Perkins Local Plan Data Summary Spring 2007” available from the DOE Security Portal. Refer to page three for instructions on obtaining the data.

If the district’s results are less than 10.85% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

Column 1 District's Results (3-Year Average) %	Column 2 Goal 10.85%	Column 3 Goal of 10.85% Met? Y/N

Completion of Programs that Prepare Students for Careers that are Nontraditional for their Gender– Core Indicator IV-B

Measure: Number of students who completed CVTE programs that prepared them for careers that are nontraditional for their gender, divided by the total number of students who completed the same CVTE programs.

Note that the data for this table is obtainable from the “Perkins Local Plan Data Summary Spring 2007” available from the DOE Security Portal. Refer to page three for instructions on obtaining the data.

If the district’s results are less than 11.00% an improvement plan is required. The format for the improvement plan is provided below in the Improvement Plan Section.

Column 1 District's Results (3-Year Average) %	Column 2 Goal 11.00%	Column 3 Goal of 11.00% Met? Y/N

Improvement Plan Section

The improvement plan goals come directly from the core indicators that have not been met. A well-designed improvement plan goal will include *whose* performance must improve (example: students in CVTE programs with disabilities); *what* performance should improve (example: academic core subject mathematics and English language arts achievement); the *current level* of performance (example 50.20%); and to what standard the *performance should improve* (51.44%). For example, XYZ district will increase the academic achievement (Core Indicator 1) of students with disabilities from the current 50.20% to 51.44%.

Goals	Activities	Timelines	Projected Outcomes
1. Increase the academic achievement of students with disabilities from the current 50.20% to 51.44%.	<p>1. Develop and administer student/parent/ staff survey instruments to assess student needs and to evaluate effectiveness of programs and services for students with disabilities.</p> <p>2. Establish on-going training programs for appropriate staff to ensure an understanding of the diverse learning needs of students with disabilities while providing opportunities for academic & technical integration planning activities.</p> <p>3. Targeted staff, including guidance, special education and administrative will meet monthly to design, implement and evaluate a pilot peer mentoring support program for students with disabilities to run October 2007 - May 2008.</p>	<p>Develop - 10/2007; Administer - during school wide fall Title I Conference – Nov. 2007.</p> <p>Collaborate/Develop training - Summer 2007; Implement trainings - Monthly at staff meetings.</p> <p><u>Aug.-Sept.2007</u> – Planning session(s), identify students & baseline data needs. <u>Oct. 2007</u> - Collect baseline data and/or pre-assessment data; design program. <u>Oct. 2007</u> - begin implementation. <u>June 2008</u> – Collect final data and/or post-assessment data; analyze & evaluate results.</p>	The academic achievement of students with disabilities will increase from 50.20% to 51.44%.

IMPROVEMENT PLAN for Core Indicator I - Academic (Core Subject) Achievement For all Students in CTE Programs				
The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for all students in CTE programs (if goal of 51.44% was not met for all students in CTE programs)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

IMPROVEMENT PLAN for Core Indicator 1 - Academic (Core Subject) Achievement For Students in CTE Programs with Disabilities				
The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with disabilities (if goal of 51.44% was not met for students in CTE programs with disabilities)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

IMPROVEMENT PLAN for Core Indicator 1 - Academic (Core Subject) Achievement For Students in CTE Programs with Limited English Proficiency			
The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with limited English proficiency (if goal of 51.44% was not met for students in CTE programs with limited English proficiency)			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator I - Academic (Core Subject) Achievement For Students in CTE Programs with Economic Disadvantages			
<p>The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with economic disadvantages (if goal of 51.44% was not met for students in CTE programs with economic disadvantages)</p>			
Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

**IMPROVEMENT PLAN for Core Indicator II - High School Diploma
For all Students in CTE Programs**

The Department will reject local plan updates and associated grant applications that provide inadequate plans.
1. Improvement Plan for all students in CTE programs (if goal of 93.15% was not met for all students in CTE programs)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

**IMPROVEMENT PLAN for Core Indicator II - High School Diploma
For Students in CTE Programs with Disabilities**

The Department will reject local plan updates and associated grant applications that provide inadequate plans.
Improvement Plan for students in CTE programs with disabilities (if goal of 93.15% was not met for students in CTE programs with disabilities)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

**IMPROVEMENT PLAN for Core Indicator II - High School Diploma
For Students in CTE programs with limited English Proficiency**

The Department will reject local plan updates and associated grant applications that provide inadequate plans.
Improvement Plan for students in CTE programs with limited English proficiency (if goal of 93.15% was not met for students in CTE programs with limited English proficiency)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

**IMPROVEMENT PLAN for Core Indicator II - High School Diploma
For Students in CTE Programs with Economic Disadvantages**

The Department will reject local plan updates and associated grant applications that provide inadequate plans.
Improvement Plan for students in CTE programs with economic disadvantages (if goal of 93.15% was not met for students in CTE programs with economic disadvantages)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III - Positive Placement For all Students in CTE programs				
The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for all students in CTE programs (if goal of 95.96% was not met for all students in CTE programs)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

**IMPROVEMENT PLAN for Core Indicator III - Positive Placement
For Students in CTE Programs with Disabilities**

The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with disabilities (if goal of 95.96% was not met for students in CTE programs with disabilities.)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

**IMPROVEMENT PLAN for Core Indicator III - Positive Placement
For Students in CTE Programs with Limited English Proficiency**

The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with limited English proficiency (if goal of 95.96% was not met for students in CTE programs with limited English proficiency.)

Goals	Activities	Timelines	Projected Outcomes
1.			
2.			
3.			
4.			

IMPROVEMENT PLAN for Core Indicator III - Positive Placement For Students in CTE Programs with Economic Disadvantages				
<p>The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan for students in CTE programs with economic disadvantages (if goal of 95.96% was not met for students in CTE programs with economic disadvantages.)</p>				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

IMPROVEMENT PLAN for Core Indicator IV – A - Nontraditional Enrollment The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan (if goal of 10.85% was not met)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

IMPROVEMENT PLAN for Core Indicator IV – B - Nontraditional Completion The Department will reject local plan updates and associated grant applications that provide inadequate plans. Improvement Plan (if goal of 11.00% was not met)				
Goals	Activities	Timelines	Projected Outcomes	
1.				
2.				
3.				
4.				

Part 7 – Budget Summaries

Fund Use Codes for the Required Uses of Funds and Permissive Uses of Funds

The official Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) contains the complete description of the required and permissive uses of funds. Excerpts are provided below. District/consortium staff are advised to read the complete descriptions in Perkins IV or the Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>.

Fund Use Code

Nine Required Uses of Funds

- 1R. strengthening the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs ...
- 2R. linking career and technical education at the secondary level and career and technical education at the postsecondary level ...
- 3R. providing students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences ...
- 4R. developing, improving, or expanding the use of technology in career and technical education ...
- 5R. providing professional development to teachers, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs ...
- 6R. developing and implementing evaluations of career and technical education programs, including an assessment of how the needs of special populations are being met ...
- 7R. initiating, improving, expanding, and modernizing quality career and technical education programs, including relevant technology ...
- 8R. providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency ...
- 9R. Note: All services and activities provided with Perkins IV funds must be of sufficient size, scope and quality to be effective.

Fund Use Code

Twenty Permissive Uses of Funds

- 1P. involving parents, businesses and labor organizations in the design, implementation and evaluation of programs ...
- 2P. providing career guidance and academic counseling for students ...
- 3P. developing local education and business partnerships ...

- 4P. providing programs (services) for special populations ...
- 5P. assisting career/vocational technical student organizations ...
- 6P. providing mentoring and support services ...
- 7P. leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications ...
- 8P. providing teacher preparation programs that address the integration of academic and career and technical education ...
- 9P. developing and expanding postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education ...
- 10P. developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs ...
- 11P. providing activities to support entrepreneurship education and training ...
- 12P. improving or developing new career and technical education courses ...
- 13P. developing and supporting small, personalized career-themed learning communities ...
- 14P. providing support for family and consumer sciences programs ...
- 15P. providing career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts ...
- 16P. providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job ...
- 17P. supporting training and activities (such as mentoring and outreach) in nontraditional fields ...
- 18P. providing support for training programs in automotive technologies ...
- 19P. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives ...
- 20P. support other career and technical education activities that are consistent with the purpose of this Act ...
- A. administrative funds (limited to 5% of grant) ...

SCHOOL YEAR 2006-2007 (FY 07) BUDGET SUMMARY SECTION

Directions: Use school year 2006-2007 (FY 07)) Standard Contract Form and Application for Program Grants – Part II Project Expenditures – Budget Detail Pages approved by the Career/Vocational Technical Education unit as a guide. In column 1, record each school year 2006-2007 expenditure made through February 28, 2007 (except fringe benefits and indirect costs). In column 2, record each school year 2006-2007 expenditure planned to be made after February 28, 2007 (except fringe benefits and indirect costs). In column 3, record the applicable Fund Use Code. In column 4, record the core indicator(s) impacted as a result of the expenditure(s). In column 5, provide a description of the outcomes achieved (or to be achieved) as a result of the expenditure.

Budget Item	Col. 1 Expenditure through 2/28/07	Col. 2 Expenditure planned between 3/1 & 8/31/07	Col. 3 Fund Use Code	Col. 4 Core Indicator(s)	Col. 5 Outcomes
1. Administrators:					
Supervisor/Director					
Project Coordinator					
Stipends					
5. Instructional/ Professional Staff:					
Stipends					
3. Support Staff:					
Aides/Paraprof.					
Secretary/Bookkeeper					
Other					
4. Fringe Benefits:					
5. Contractual Services:					
Consultants					
Specialists					
Teachers					
Speakers					

SCHOOL YEAR 2006-2007 (FY 07) BUDGET SUMMARY SECTION

Other									
Substitutes									
6. Supplies and Materials:									
Textbooks & Instructional Materials									
Instructional Technology including Software									
Non-Instructional Supplies									
7. Travel:									
Supervisory Staff									
Instructional Staff									
Other									
8. Other Costs:									
Advertising									
Maintenance Repairs									
Memberships/ Subscriptions									
Printing/Repro.									
Transportation of Students									
Telephone/Utilities									
Rental of Space									
Rental of Equipment									
9. Indirect Costs:									
10. Equipment:									
Instructional Equipment									
Non-Instructional Equipment									
TOTAL:									

SCHOOL YEAR 2007-2008 (FY 08) DRAFT BUDGET SUMMARY

Directions: Use the Standard Contract Form and Application for Program Grants - Part II Project Expenditures - Budget Detail Pages as a guide. In **Col. 1**, record each proposed college/school year 2007-2008 budget amount. In **Col. 2**, record the Fund Use Code. In **Col. 3**, record the core indicator(s) that would be impacted as a result of the expenditure(s). In **Col. 4**, record the amount of funds applicable to professional development. In **Col. 5**, provide a brief summary indicating how the expenditures would impact the core indicator(s).

Proposed Budget Item	Col. 1 Proposed Budget Amount	Col. 2 Fund Use Code	Col. 3 Core Indicator	Col. 4 PD	Col. 5 Impact on Core Indicators
1. Administrators:					
Supervisor/Director					
Project Coordinator					
Stipends					
2. Instructional/ Professional Staff:					
Stipends					
3. Support Staff:					
Aides/Paraprof.					
Secretary/Bookkeep					
Other					
4. Fringe Benefits:					
5. Contractual Services:					
Consultants					
Specialists					
Teachers					
Speakers					
Other					
Substitutes					

JUSTIFICATION FOR NOT USING PERKINS IV FUNDS for the REQUIRED USES in SCHOOL YEAR 2007-2008

If the proposed budget items (as outlined above) do not include all of the required uses of funds, an explanation/justification must be provided below.
 For example, the district may be devoting non-Perkins funds for the use. *(Add additional lines as needed.)*

Required Use by Fund Use Code	Non-Perkins \$ Amount	Explanation/Justification
1R.		
2R.		
3R.		
4R.		
5R.		
6R.		
7R.		
8R.		
9R. Note: All services and activities provided with Perkins IV funds must be of sufficient size, scope and quality to be effective.		